

# Maryville College

<http://maryvillecollege.edu/academics/programs-of-study/education/>

## Provider Type

Private

## Program Levels Offered

Baccalaureate

Post-Baccalaureate

## Address

502 E Lamar Alexander

Pkwy

Maryville, TN 37804

The Mission Statement adopted Summer 2018, states: "Maryville College prepares students for lives of citizenship and leadership as we challenge each one to search for truth, grow in wisdom, work for justice and dedicate a life of creativity and service to the peoples of the world." We believe that our graduates meet both the letter and the spirit of our mission statement. The Maryville College faculty and administration believe that the teacher preparation program should provide students with the skills, dispositions, and knowledge needed to be successful first-year teachers. Our coordinated efforts are dedicated to providing a teacher education program that will develop teachers who demonstrate: 1) the influence of a broad liberal arts education; 2) the ability to solve the many theoretical, practical, and ethical problems associated with who to teach, what to teach, and how best to teach; 3) an understanding of the learning process, and the skills to design instruction appropriate for diverse student populations; 4) the skills needed to analyze and implement the instructional process; 5) the ability to effectively integrate technology into the instructional process; and 6) a commitment to personal and professional growth. Maryville College has a long and proud tradition of preparing teachers who demonstrate and promote excellence in teaching and learning. We continue to support that tradition.

## Overall Performance

### Meets Expectations

#### What is this metric?

This is a measure of an EPP's overall performance across the three scored domains in the Report Card: Candidate Profile, Employment, and Provider Impact.

## Score Over Time

Meets Expectations  
**2019**

Performance Category 3  
**2018**

Performance Category 2  
**2017**

#### What is this metric?

This metric shows the overall performance category this provider earned on the Report Card in each of the last three years. In previous years, the Report Card scoring framework included four performance categories, numbered 1 through 4, with 4 indicating the highest level of performance. This year, the Report Card uses three performance categories with descriptive names

#### Why is this important?

This shows how this provider has performed over time relative to the State Board's expectations for educator preparation. Changes made to the Report Card scoring framework in 2019 mean that scores on the 2019 Report Card are not directly comparable to scores on earlier Report Cards.

The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.

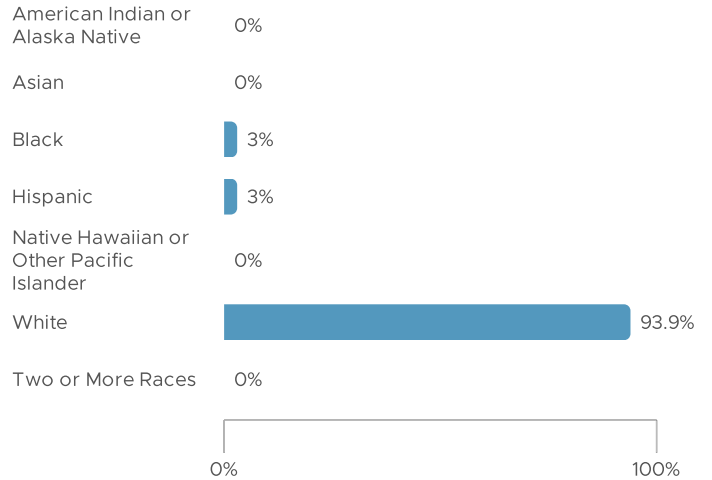
**Performance**

## Does Not Meet Expectations

**What is this metric?**

The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.

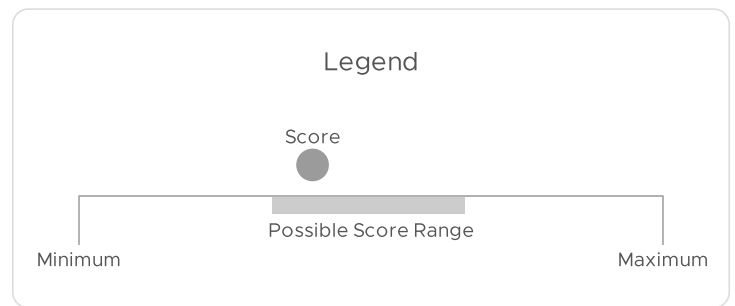
**Cohort Members by Race**



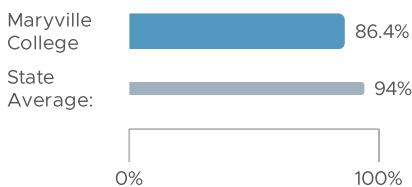
**What does this mean?**

This metric shows the racial and ethnic composition of the three-year cohort.

Scores below the scored range earn an EPP zero points. Scores within the scored range earn an EPP partial points proportionate to their score. Scores above the scored range earn an EPP maximum points.

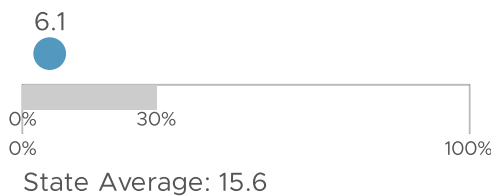


**Percentage of Cohort with Qualifying Assessment Scores**



This metric is unscored

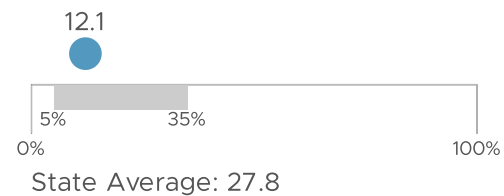
**Percentage of Racially Diverse Completers**



**What does this mean?**

The score of **6.1** earned this EPP **2** out of **10** points possible.

**Percentage of High-Demand Endorsements**



**What does this mean?**

The score of **12.1** earned this EPP **2.4** out of **10** points possible.

## Employment

The Employment domain evaluates a provider's performance in preparing educators to begin and remain teaching in Tennessee public schools.

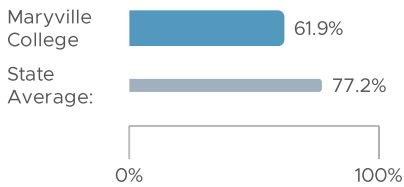
### Performance

#### What does this mean?

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

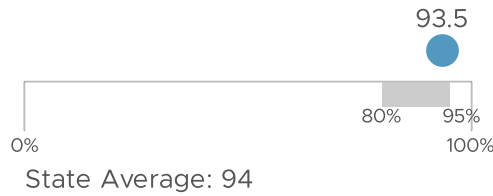
## Exceeds Expectations

### Rate of First-Year Employment in Tennessee Public Schools



This metric is unscored

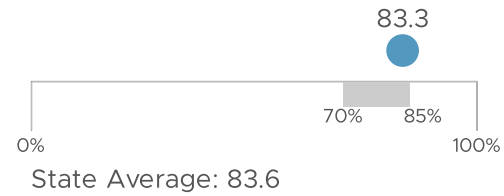
### Second Year Retention Rate



#### What does this mean?

The score of **93.5** earned this EPP **8.2** out of **9** points possible.

### Third Year Retention Rate



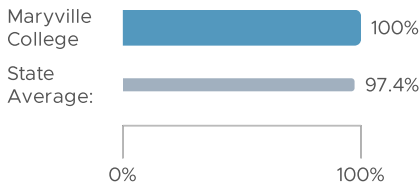
#### What does this mean?

The score of **83.3** earned this EPP **5.3** out of **6** points possible.

## Candidate Assessment

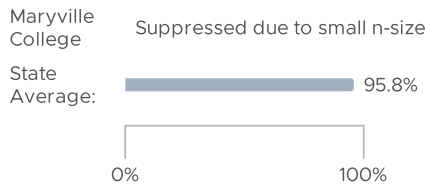
The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

### Praxis Principles of Learning and Teaching (PLT) Pass Rate



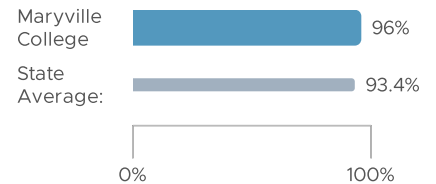
This metric is unscored

### edTPA Pass Rate



This metric is unscored

### Praxis Subject Assessments Pass Rate

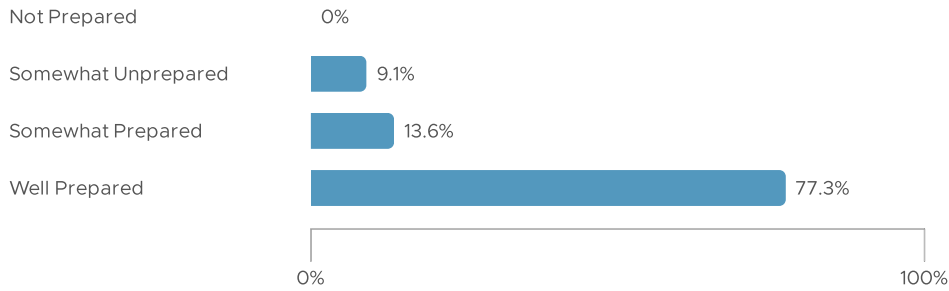


This metric is unscored

# Satisfaction

The Satisfaction domain reports how well completers feel that their preparation program prepared them for teaching.

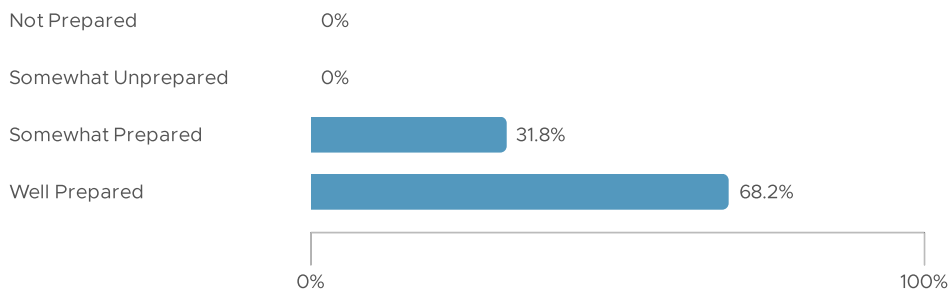
## Preparedness from Coursework



### What is this metric?

This metric reports how prepared cohort members felt by their EPP's coursework and program content.

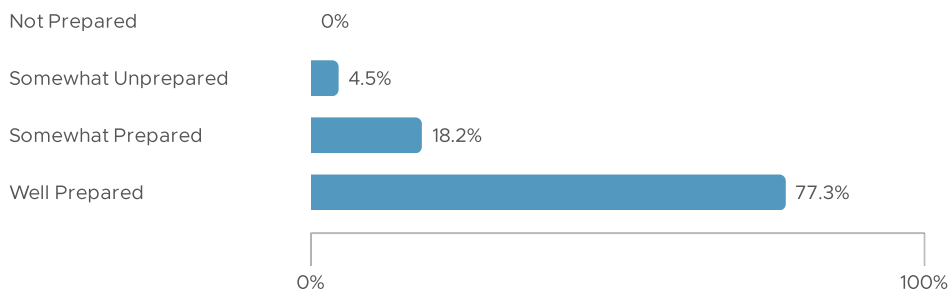
## Preparedness from Clinical Experience



### What is this metric?

This metric reports how prepared cohort members felt by their clinical experience.

## Overall Preparedness



### What is this metric?

This metric reports how prepared cohort members felt overall.

## Provider Impact

The Provider Impact domain reports on the effectiveness of a provider's completers in Tennessee public school classrooms.

### Performance

## Meets Expectations

#### What does this mean?

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

#### Why is this important?

Teachers are the most important in-school factor contributing to students' success.

#### Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above

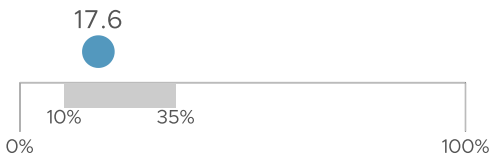


State Average: 95.2

#### What does this mean?

The score of **100** earned this EPP **9** out of **9** points possible.

#### Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above

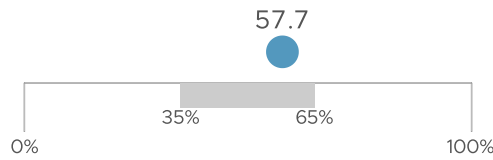


State Average: 25.2

#### What does this mean?

The score of **17.6** earned this EPP **3.1** out of **10** points possible.

#### Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above

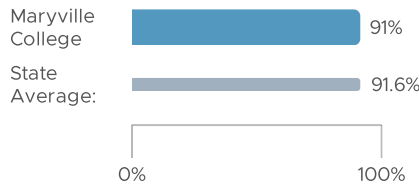


State Average: 59.5

#### What does this mean?

The score of **57.7** earned this EPP **4.6** out of **6** points possible.

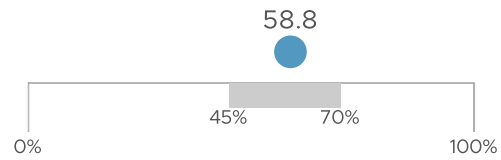
#### Percentage of Cohort Members whose LOE Scores are Level 3 or Above



#### What is this metric?

This metric reports the percentage of cohort members who earned a level of overall effectiveness (LOE) score of at least 3 ("At Expectations") on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.

#### Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above

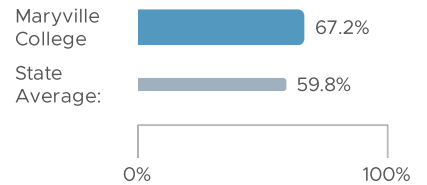


State Average: 59.5

#### What does this mean?

The score of **58.8** earned this EPP **8.3** out of **15** points possible.

#### Percentage of Cohort Members whose LOE Scores are Level 4 or Above



#### What is this metric?

This metric reports the percentage of cohort members who earned a level of overall effectiveness (LOE) score of at least 4 ("Above Expectations") on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.