Advanced Level 3 Year Pass Rates and Candidate Competency at Completion

READING SPECIALIST

2023-2024 Praxis (N=4): 3 out of 4 students took the Reading Specialist Praxis. 2 out of 3 successfully passed. The average score achieved by students who passed the test was 173 (qualifying score is 165).

2021-2024 Praxis (3 Year pass Rate): 13 graduates took Reading Specialist Praxis in the last three years. The average score was 175. The passing score is 165. The passing rate is 92%. The program has very strong overall scores and sub-scores on the Reading Specialist Praxis, compared to the established passing criteria and national and state averages. These results indicate that our candidates are achieving content competency at the completion of the program. Students do particularly well in the categories of curriculum and instruction and application, in which they examine cases of children and apply their overall understanding of what teaching literacy entails.

ETSU Lesson Plan Rubric (N=4):

Lesson plans were scored using a 3-point rubric: Below Expectations 1; Meets Expectations 2; Exceeds Expectations 3.

READ 5241 (midpoint). Students successfully completed a lesson plan in READ 5241 in fall 2023 (N=4), depending on their individual program of study. The average overall score was 2.3. The highest scores were achieved in curriculum standards (3), essential questions (3), materials (2.75), and writing clarity (2.75). Areas for improvement included academic feedback (1.5), knowing your learners (2.25), and questions for higher order thinking (2).

READ 5231 (final). Students successfully completed a lesson plan in READ 5231 in spring 2024 (N=4). Overall, students met or exceeded expectations on the lesson plan rubric. The overall lesson plan average score increased from 2.3 (midpoint score) to 2.6 (final score). Students continued to score high in curriculum standards (3), essential questions (3), materials (3) and writing clarity (3) with slight increases in materials and writing clarity from the midpoint

score. Areas for improvement still included academic feedback, knowing your learners, and questions for higher order thinking. However, scores showed improvement from midpoint to final: academic feedback (2.25), knowing your learners (2.5), and questions for higher order thinking (2.5).

Education Disposition Assessment (EDA): All students completed a self-assessment to consider key dispositions, essential to becoming and being a reading specialist in the field. The program coordinators completed an EDA on each student at the end of their program (N=4). All students received scores of 3 on all components of the EDA demonstrating strong dispositions in all areas including communication, professionalism, attitude, preparedness, collaboration, self-regulation, social/emotional intelligence, and a growing appreciation for cultural and academic diversity.

SCHOOL LIBRARIANSHIP

A. 2023-2024 Praxis 5312 – Library Media Specialist

This Praxis, required of all graduates in the School Librarianship Program, tests knowledge gained within the program relating to Program Administration, Collection Development, Information Access and Delivery, Learning and Teaching, and Professional Development.

N=20, Average Score=167.55, Cut Score=148, Pass Rate 95%

B. Candidates are also sent a completer survey each year. In 2023-2024, fourteen students took the survey, and results follow:

Semester Graduated	
Fall 2021	1
Fall 2022	2
Spring 2022	3
Spring 2023	4
Fall 2023	2
Spring 2024	2

Program	
Add-on	3
Initial License	7
Certificate	4

Current work setting	
Elementary School (K-8)	7
Intermediate School (4-6)	2
High School (9-12)	4
Other	1

Position	
Teacher	0
Librarian	10
Other or no response	4

"My program prepared me to perform the following behaviors:"		
	Agree	Strongly Agree
Assess student performance and make informed instructional decisions to meet learners' developmental needs (cognitive, social, emotional, and physical).	6	5
Address students' individual strengths, interests, and needs to advance individual student reading motivation and progress. (one disagree)	4	6
Impact student learning by engaging learners in critical thinking, careful research, creative endeavors.	4	7
Develop and facilitate equal access to print and digital collection that promotes self-directed and collaborative interactions and experiences.	3	8
Develop a collection of reading and informational materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 learners and their communities.	2	9
Posses a deep knowledge of efficient and ethical information seeking behavior, modeling multiple strategies for students, teachers, and administrators.	2	9

Strengthen cooperation among librarians and library colleagues for resource sharing, networking, and facilitating access to information.	4	7
Communicate and collaborate with students, teachers, administrators, and community members to develop a strong library program meeting the needs of diverse learners.	4	7
Engage learners in curating and using a range of learning and technology tools to access, interpret, and evaluate information.	4	7
Understand the expectations of the profession including the code of ethics, professional standards of practice, and relevant policy and law, advocating for the librarian's role accordingly.	3	8
Seek opportunities to draw upon current school librarian/educational theory, policy, and research as sources of analysis and to reflect upon means of improving professional practice (one disagree)	4	6
Take responsibility for contributing to and advocating for the profession.	3	8

"I am confident in my ability to perform the following behaviors:"		
	Agree	Strongly Agree
Assess student performance and make informed instructional decisions to meet learners' developmental needs (cognitive, social, emotional, and physical).	3	7
Address students' individual strengths, interests, and needs to advance individual student reading motivation and progress	4	6
Impact student learning by engaging learners in critical thinking, careful research, creative endeavors.	2	8
Develop and facilitate equal access to print and digital collection that promotes self-directed and collaborative interactions and experiences.	4	6
Develop a collection of reading and informational materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 learners and their communities.	4	6
Poses a deep knowledge of efficient and ethical information seeking behavior, modeling multiple strategies for students, teachers, and administrators.	2	8
Strengthen cooperation among librarians and library colleagues for resource sharing, networking, and facilitating access to information.	3	7
Communicate and collaborate with students, teachers, administrators, and community members to develop a strong library program meeting the needs of diverse learners.	4	6
Engage learners in curating and using a range of learning and technology tools to access, interpret, and evaluate information.	3	7

Understand the expectations of the profession including the code of ethics, professional standards of practice, and relevant policy and law, advocating for the librarian's role accordingly.	4	6
Seek opportunities to draw upon current school librarian/educational theory, policy, and research as sources of analysis and to reflect upon means of improving professional practice.	4	6
Take responsibility for contributing to and advocating for the profession.	3	7

Additional Comments:
I felt prepared for my job after graduating from ETSU. The ETSU program was rigorous but also tailored to my schedule as a working educator. I have and will continue to recommend the program to others. I enjoyed my time in the School Librarianship program at ETSU. I learned a lot and felt prepared when I took on my new position. I have recommended this program to friends who are considering their masters in librarianship and will certainly continue to do so.

Thus, all but two responses out of two-hundred and fifty-two (.79) were either in the agreed or strongly agreed category, revealing students are happy with their course-of-study and confident in their professional abilities as a result. – 99.2%

ADVANCED LEVEL KEY ASSESSMENTS

A. **Educator Disposition Assessment** – Studies have revealed educator dispositions - traits and beliefs that guide thoughts, actions, and character – are just as, if not more, important as knowledge and skill within classroom settings. For this reason, a key assessment in the School Librarianship Program is the Educator Disposition Assessment developed by Educational Dispositional Consultants, LLC. The assessment can be self or instructor driven.
Assessments completed by School Librarianship faculty in 23-24 revealed:

- Fall, 2023, Spring 2024 – average score (maximum a 4) – 4.0

B. **Lesson Plan** – Developed and validated for reliability on a continuous basis by Clemmer College faculty members. Scoring results for the lesson plan, as required in the below School Librarianship classes, during the 2023-24 academic year were:

- MEDA 5628 (beginning point) – Spring, 2023 – Mean score on lesson plan = 96
- MEDA 5926 – (mid-point) – Fall, 2023 – Mean score on lesson plan = 96.13; Spring, 2024 – Mean score on lesson plan = 95
- MEDA 5929 (Final point) – Fall, 2023 – Mean score on lesson plan = 96.1; Spring, 2024 – Mean score on lesson plan = 95

Areas of improvement: Responses to EDA surveys need to be enhanced in some way.

EDUCATIONAL LEADERSHIP

The Instructional Leader Preparation Program had 12 students take the *School Leader License Assessment* (SLLA) between September 2022 and August 2023. All 12 students passed on their first attempt. ETSU candidates scored a median of 172.62, above the state median of 167.32.

The Instructional Leader Preparation Program requires a minimum of 540 hours of internship with a LEA appointed mentor supervised by the ELPA internship supervisor. Documentation aligns activities to the TILS standards and mentors provide feedback each semester. The cohort who completed licensure requirements in 2023 had a mean of 649 hours completed.