

ETSU Advanced Programs

Completer Effectiveness

To measure completer effectiveness in the three Advanced Programs, Educational Leadership, School Librarianship, and Reading Specialist, the EPP asks those who graduated in the 2021-2022 academic year to provide their Level of Effectiveness on the TN TEAM rubric. Program coordinators send e-mails directly to those who completed with program with link to provide anonymous data. The results from the 2021-2022 survey are provided below.

EDUCATIONAL LEADERSHIP

The Educational Leadership had 1 graduate from the M.Ed. in the Instructional Leader program and 4 from the Ed.D. in the Instructional Leadership program (16 remain in coursework or dissertation research for the Ed.D.). Twelve students completed the program in December. Eight individuals who completed their program provided data. Six individuals had an overall Level of Effectiveness of 4, one had an overall Level of Effectiveness of 5. These scores are above expectations. One had a Level of Effectiveness of 3 which is at expectations.

SCHOOL LIBRARIANSHIP

The School Librarianship Program had 16 graduates (M.Ed. in School Librarianship) in the 2021-22 academic school year. Seven individuals who completed the program responded to a TEAM score survey request, and all seven reported scores provided on their individual Tennessee TEAM evaluative instrument (completed by school principals). The Tennessee TEAM Library Specialist rubric considers such criteria as library management, collaboration, resource sharing, and instructional integration. The scale of the evaluative rubric runs from one to five, one being significantly below expectations, five being significantly above expectations. For ETSU's 2021-22 School Librarianship graduates, one completer scored a 5 (Significantly Above Expectations), five scored a 4 (Above Expectations), and one scored a 3 (At Expectation).

READING SPECIALIST

ETSU Reading Specialist Completer Survey (Qualtrics): M.Ed. in Reading had 7 students graduate in 2021-2022 academic year. The average entrance GPA was 3.724, and the average exit GPA was 3.924. Three individuals who completed their program responded to the completer survey request. All respondents strongly agree (4.0) or agree that the program prepared them to be effective in areas of assessment, designing and adapting instruction, developing strong learning environment, attending to different perspectives, using a variety of instructional strategies, and understanding the expectations of the profession. Areas for improvement (mean of 3.0-3.5) included communicating with students from diverse backgrounds, recognizing learning misconceptions, applying technology tools, drawing on educational theory, policy, and research, and collaboration.