

Preface

- The analysis contained within this report is not based on a comprehensive set of measures upon which the quality of teacher training programs should be ranked. The information contained herein is to establish a baseline for teacher training programs and for the public to evaluate and review program effectiveness, based on specific measures of quality as defined by Tennessee Code Annotated 49-5-108.
- This report would not have been possible without the cooperation and resources of the Governor's Office of State Planning and Policy, Tennessee Department of Education, Tennessee Higher Education Commission, SAS Institute, Inc., and the UT Center for Business and Economic Research. We thank each agency for their contribution to this project.
- The report format has been updated to include a summary for each respective institution of higher education.
- This year's edition allows for the comparison of traditionally licensed and alternatively licensed teachers by institution and content area for grades 4 through 8 (math, reading / language, science, and social studies).
- In reviewing last year's report, differences between outcomes when comparing the effects of teachers with three years vs. five years of experience did not convey statistically significant differences. This year's report is focused on the value added effects of teachers with three years of teaching experience (beginning teachers).