



Results and Analysis:

*With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023).*

*Student Learning Outcome 1: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.* PRAXIS content exams: All candidates must pass their respective Praxis content exam prior to entering residency I/student teaching. Praxis summary reports show EPP scores compared to state and national averages, as well as a breakdown of our candidates in each quartile. All summary reports are posted on the EPP's website. Statistical results for TTU were available for the academic years in which the minimum number of candidates is met. Some programs did not have an exam in which more than five candidates were scored; therefore, no statistical results were provided.

*For the 2022-23 academic year, the Middle School ELA and Middle School Social Studies sections had less than five candidates. No statistical scores were reported to compare with at*



#### Use of Results to Improve Outcomes:

The availability and request for high-demand computer science education courses was initiated by faculty and integrated into several Middle School programs of study. More career pathways and educational expertise can be built and evaluated through this program modification as well as meet the demand for the State of TN's new computer science education requirements at the middle and high school levels. Faculty across the specialty areas in ELED (Math, Science, Literacy, Social Studies) have participated in several key initiatives that will assist in the continuance of successful Praxis and edTPA scores. Partnerships with Deans for Impact to build and develop HQIM (High Quality Instructional Models) along with participation in the Lead for Literacy network are examples of the numerous ways faculty support assurance of quality and success of candidates.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

### MULTIDISCIPLINARY STUDIES BS OUTCOME 2

#### Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

#### Assessment Methods:

Performance-based subject-specific assessment. The edTPA is a performance-based assessment that assesses teaching behaviors that focus on student learning. edTPA is a proprietary, nationwide assessment, developed by SCALE/Stanford and administered by Pearson. It is available in 27 individual content areas as a multiple-measures system that includes two primary components: 1) teaching-related performance tasks embedded in clinical practice that focus on planning, instruction, assessment, academic language, and analysis of teaching; 2) a three to five day documented learning segment. edTPA was nationally validated in 2013 to establish validity and reliability. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

#### Criteria for Success (Thresholds for Assessment Methods):

edTPA: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

Results and Analysis:

*Outcome 2: Program candidates will demonstrate content and pedagogical knowledge and skills*

2022-2023

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2022-2023

14 49.4

2022-  
2023

Table 6. edTPA data for English Language Learners

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2019-2020	-	-	2019-2020	33	49.8	2019-2020	583	46.6
2020-2021	6	44.8	2020-2021	32	47.1	2020-2021	239	45.2
2021-2022	4	49.3	2021-2022	49	48.5	2021-2022	280	44.8
2022-2023	1	43	2022-2023	28	47.2	2022-2023	223	45.1

*For the 2022-23 academic year, the total mean scores were reported for TTU in Middle Childhood Math and English Language Learners. The mean for TTU candidates attempting the Math edTPA was higher than the state and national averages. The mean for English Language Learners was slightly lower than state and national, although still above the required passing score for state licensure. Since TTU had no candidates (or no available data) scored during the 2022-23 year for the other categories, no mean score data were reported.*

## MULTIDISCIPLINARY STUDIES BS OUTCOME 3

### Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

### Assessment Methods:

Tennessee Educator Acceleration Model (TEAM). In 2011 the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric—a comprehensive student outcomes-based statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State. This program uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance and application of content knowledge and pedagogical skills during clinical practice. The TEAM rubric evaluates educators across three primary domains: instruction, planning, environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The program chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee.

### Criteria for Success (Thresholds for Assessment Methods):

TEAM: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

### Results and Analysis:

*Outcome 3:* TEAM: In 2011, the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric – a comprehensive, student outcomes-based, statewide educator evaluation system uses the TEAM rubric



The EPP chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee. Residency candidates are formally evaluated 3 times by a university supervisor and 2 times by a mentor teacher using the TEAM rubric, for a total of 5 TEAM evaluations across the residency year. The 3-year trend of university supervisor evaluations shows little change in mean scores across all 3 domains. Similarly, student teachers are formally evaluated 2 times by the university supervisor and once by the mentor teacher, for a total of 3 formal TEAM evaluations across student teaching (due to the 1-semester time limit versus 1.5 semesters in residency). See TEAM Evaluation Data for TEAM data across MDS candidates below. Over the past three years in the MDS concentrations, TEAM data has improved.

Table 1. TEAM data for MDS - Res I & II

TTU
Year



# Appendix 1: Crosswalk Middle Grades Math

Key Assessments TTU Middle School Math Program Selected Coursework	Key Assessment	Description of Key Assessment
<b>6-8 Math Curriculum</b>		
FOED 2011-Intro to Teaching & Technology	Disposition, Annotated Bibliography	In the Disposition, teaching candidates describe their philosophy of teaching and how it relates to their students' learning. In the Annotated Bibliography, teaching candidates provide a list of references from their research, which is relevant to the grade level and subject area(s) they will be teaching.
Virtual Field Experience, Problem-Based	Virtual Field Experience, Problem-Based	In the Virtual Field Experience, teaching candidates watch various videos of real classrooms and use the TEAM rubric and evaluation form. They also write an essay which reflects on their favorite virtual field experience video, and giving which must be presented to the entire class.
3 Content Tests & Comprehensive Final	3 Content Tests & Comprehensive Final	Tests in this course span topics related to algebra, probability, statistics, and geometry. Each assessment specifically
1. Each reflection paper will be based on candidates' engagement and expressed level of critical thinking abilities related	1. Each reflection paper will be based on candidates' engagement and expressed level of critical thinking abilities related	1. Each reflection paper will be based on candidates' engagement and expressed level of critical thinking abilities related to grammar, spelling, fluency, and clarity; a detailed handout and grading rubric.
Technology Integrated Lesson Plan (IL)	Technology Integrated Lesson Plan (IL)	This activity requires candidates to create a technology-integrated lesson plan. The plan should include a clear objective, a list of materials, and a detailed procedure. The plan should also include a reflection on how technology was used to enhance learning.
While this activity does not contribute to final grades, students are expected to be able to articulate themselves when	While this activity does not contribute to final grades, students are expected to be able to articulate themselves when	While this activity does not contribute to final grades, students are expected to be able to articulate themselves when assignment.
social changes. In a two double-spaced page document present your philosophy of	social changes. In a two double-spaced page document present your philosophy of	social changes. In a two double-spaced page document present your philosophy of teaching. Make sure your work addresses teaching ELLs in a general curriculum classroom. Please make sure to include a reference list. All work should follow the guidelines of the APA 6th edition manual. 2. In a small group in and out of class
information relevant and	information relevant and	information relevant and prepare a technology-centered presentation (Animoto, Prezi, etc.) that highlights important information relevant and helpful to other teachers. Only work submitted into TK20 will be graded.
c is used as the basis of this	c is used as the basis of this	c is used as the basis of this Students are observed teaching a lesson in the mentor teacher's classroom. The TEAM Rubric

Exploring Triangle Centers using SketchPad  
 centers, the nine-point circle, and the Euler Line. Sketches include proofs of geometric ideas. Excel Gradebook Students

SEED 4322-Teaching Algebra in Middle/HS  
 Illustrations Presentation; Instructional Task: Mathematical Letter Writing  
 7-12 mathematics and write an instructional task model DoE for review for publication on the website. Math

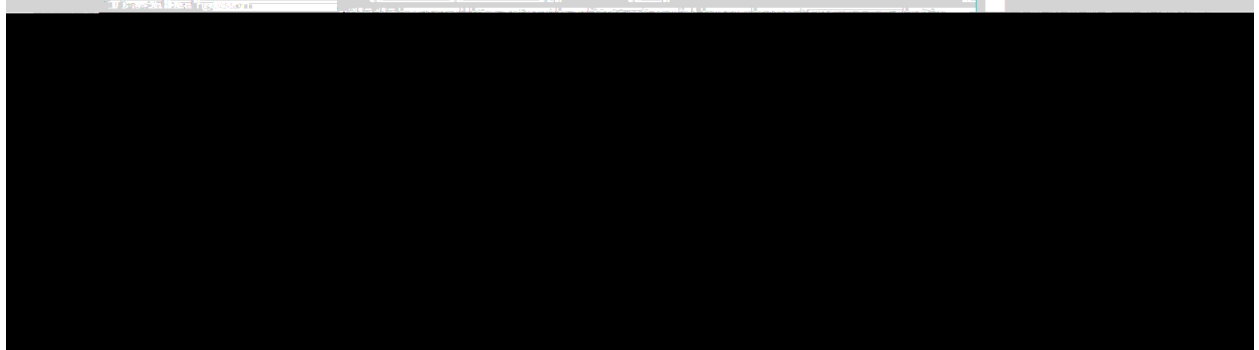
Course Agreement (MCA)  
 Candidates create a modified course agreement which includes essential questions, key vocabulary, assignments and

SPED 3000- Teach Persons w/ Disabilities

1. Candidates create a directed reading lesson for use in their content area. Through this task, candidates demonstrate knowledge of teaching practices, knowledge, developing vocabulary and concepts, monitoring comprehension throughout

2. Candidates demonstrate an understanding and use of formal and informal

interaction/intervention in the classroom. Candidates also demonstrate



1. Graphic/Narrative summary of student

1. Demonstrate an understanding of analyzing student learning by gathering student work samples and providing

SEED 4871-Residency I

TEAM (Teacher Educator Acceleration Model)

Assessment Project

Teacher Candidates are evaluated once based on the TEAM rubric during SEED 4871-Residency I. Students observe a class with their assigned mentor teacher. They will address reflective practice assessment that happens during the lesson, and they will collect/choose appropriate student feedback on student learning.

SEED 4872-Professional Seminar I

Mock Interview

Journal Article Assignment

that highlights at least one teaching strategy as they address the topic. Journal articles are summarized in a formal paper.

TEAM (Teacher Educator Acceleration Model)

Portfolio of lesson plans, artifacts, and videos, which highlight their teaching practices. The

Teacher Candidates compile a portfolio

