

**Curriculum and Instruction BS -
Final Annual Report**

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Curriculum and Instruction BS

Start: 07/01/2017

End: 06/30/2018

Providing Department: Curriculum and Instruction BS

Department/Unit Contact: Jeremy Wendt

Mission/Vision/Goal Statement:

Mission: The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

Program Goal 1 (PG1): Faculty Excellence

Progress: Completed

Define Goal:

Program Goal 1 (PG1): C&I will be staffed with a faculty committed to excellence in the areas of: teaching, research, and service.

Program Goal 2 (PG2): Undergraduate Research

Progress: Completed

Define Goal:

Program Goal 2 (PG2): Increase faculty/student undergraduate research activity.

Program Goal 3 (PG3): Enrollment and Program Effectiveness

Progress: Completed

Define Goal:

Program Goal 3 (PG3): Increase undergraduate enrollment while maintaining program effectiveness and accreditation.

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Progress: Completed

Define Goal:

Student Learning Outcome 1 (SLO1): Candidates in curriculum and instruction will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nation-wide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge.

Student Learning Outcome 2 (SLO2): Candidate Professional Disposition

Define Goal:

Candidates in curriculum and instruction will demonstrate professional dispositions for teachers and other school personnel by meeting or exceeding the median on an internally created professional disposition rubric. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment

Tennessee Education Association, Tennessee Reading Association, International Literacy Association, Tennessee Association for the Education of Young Children, National Association for Multicultural Education, Society for Information Technology and Teacher Education, Tennessee Council of Teachers of English, Tennessee Association of Middle Schools, and many others.

Sample grant projects from C&I:

PI: Jeffrey Boles, Chemistry

Project Inspire STEM Teacher Residency 2014-2020

National Science Foundation (NSF) Noyce Application

Co-PIs: Jeremy Wendt, C&I; Hamilton County Schools; PEF Chattanooga

(Funded: \$2,878,880)

PI: Martha Howard (Associate Professor, C&I)

Drs. Martha Howard and Amy Callender have been awarded approximately \$7 million in grant funding to provide Early Intervention services to eligible infants and toddlers with TEIS (Tennessee Early Intervention System) and the BRIDGES program. The grant will serve eight Upper Cumberland counties over the course of several years.

PI: Dr. Janet Isbell: (Associate Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Amber Spears, Alicia Laffoon, Troy Smith

(Funded: \$75,000)

PI: Missy Comer (Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Kathy Brashears, Buddy Martin

(Funded: \$75,000)

PI: Julie Baker (Associate Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Mike Gotcher, Allen Driggers, Darek Potter, Cephas Ablakwa, Ginger Thomas

(Funded: \$75,000)

Sample publications from C&I:

Chitiyo: Chapter: HIV/AIDS and the socio-emotional development of children in South Africa.

Greathouse: Books:

*Adolescent Literature as a complement to the content areas: Science and Math

*The online classroom: Resources for effective middle level virtual education.

Selected Journals: SRATE Journal; Educational Action Research; Journal of International Students; Teacher Education & Practice; International Journal of Interdisciplinary Educational Studies; Journal of Sport and Human Performance; Mathematics Teacher; Journal of School Psychology; Education and Training in Autism and Developmental Disabilities

Attachments: Attached Files

[📄 IDEA Unit Summary Report - Course Evaluations - Campus Labs.pdf](#)

PG2: Undergraduate Research

Goal/Objective/Outcome Number: Program Goal 2

Results:

In 2017-2018, C&I undergraduates worked with faculty on several research projects including QEP, EDGE, and CISE that are all coordinated through Academic Affairs. The level of undergraduate research has remained consistent, but it is still slightly below the targeted goals for the department. However, an overall increase in the amount of undergraduate

research over the past five years has been observed.

2017-2018

Amber Spears

Stephanie Wendt

Queen Ogbomo

Leann Taylor

PG3: Enrollment and Program Effectiveness

Goal/Objective/Outcome Number: Program Goal 3

Results:

C&I's undergraduate enrollment decreased slightly in the 2017-2018 school year. Measures have been put in place to increase enrollment. These include, but are not limited to:

- The chair, faculty, and staff have committed to set up tabletop displays of all graduate and undergraduate programs at conferences. This year we have displayed and given out information at six area conferences and two national conferences. In addition, regional meetings and interest sessions have been offered as requested for school districts.
- The College hired a Marketing/Recruitment position to specifically target programs and high-need areas.
- The department has invested in digital signage to advertise programs, distributed graduate and undergraduate flyers to over 300 Tennessee schools in our service area, and commissioned additional concentration-specific posters, rack cards, banners, and mailing forms to advertise graduate/undergraduate programs.
- Created distinctive new concentrations to increase enrollment and retention:
 - Initiated the stand-alone BS in Elementary Education
- Updated/created new concentrations to continue to meet state licensure changes:
 - 10 new courses were initiated in 2016-2017
 - Offered courses at the Bachelors, Masters, Educational Specialist, and Doctoral level to meet the needs of all majors. C&I offers approximately:
 - Summer 2017: 88 courses
 - Fall 2017: 231 courses
 - Spring 2018: 212 courses

The College of Education and the Department, along with Career Services, collaboratively worked on the 3rd annual College of Education Career Fair on Tennessee Tech's campus. 50 employers and over 300 attendees were present at the event in addition to graduate programs, advisors, faculty and administrators.

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Goal/Objective/Outcome Number:

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Results:

Candidates demonstrate content knowledge and positive impact on student learning and development via a variety of assessments such as Praxis licensure exams, the TEAM rubric, and edTPA.

Detailed data files are located in the file folder.

PRAXIS SCORES: Candidates demonstrate content knowledge through a passing score on their Praxis II Content Knowledge exam before entering residency I. Passing cut-scores are determined by the Tennessee State Board of Education (SBOE) and vary by program. Examples of data from the EPP's top 3 programs, demonstrating proficiency across various content areas, are: Elementary Education Content Knowledge—2013-2014: 162.49 (n=243), cut score of 140; 2014-2015: 163.47 (n=224), cut score of 140; 2015-2016: 173.11 (n=152), cut score of 163; Middle School Content Knowledge—2013-2014: 164.79 (n=39), cut score of 150; 2014-2015: 161.56 (n=52), cut score of 150; 2015-2016: 165.25 (n=51), cut score of 150;



Attachments: Attached Files

- [☐ Praxis Results](#)
- [☐ TEAM and edTPA Candidate Results](#)
- [☐ EdTPA](#)
- [☐ PraxisResults](#)
- [☐ TEAM](#)
- [☐ AY 2016-2017 Praxis 5691 SPED PreK_EC Report.pdf](#)
- [☐ AY 2016-2017 Praxis 5931 Gov Poli Sci Report.pdf](#)
- [☐ AY 2016-2017 Praxis 6011 School Leaders Lic Assessment Report.pdf](#)
- [☐ AY 2016-2017 Praxis 5921 Geography Report.pdf](#)
- [☐ AY 2016-2017 Praxis 5911 Economics Report.pdf](#)
- [☐ AY 2016-2017 Praxis 5623 PLT 5_9.pdf](#)
- [☐ AY 2016-2017 Praxis 5624 PLT 7_12.pdf](#)
- [☐ AY 2016-2017 Praxis 5941 World and US History Content Knowledge Report.pdf](#)
- [☐ AY 2016-2017 Praxis 5622 PLT K6.pdf](#)
- [☐ AY 2016-2017 Praxis 5571 Earth and Space Sci Content Knowledge Report.pdf](#)
- [☐ AY 2016-2017 Praxis 5361 English to Speakers of Other Lang Report.pdf](#)
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