

MDS Middle School

College of Education, Curriculum & Instruction

Jeremy Wendt, Chairperson

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.

1. This program will prepare effective teacher candidates to apply their content and pedagogical knowledge and skills to contribute to the academic and developmental growth of diverse P-12 students.
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.
2. 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.
3. Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

1. State licensure exams. Candidates take between one and six licensure exams in order to be recommended for licensure. The Praxis subject assessments measure candidates' content knowledge of the subjects they teach. The subject assessments measure subject-specific teaching skills and content knowledge. Validity for the assessments is evidenced through

multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement,

Table 1. English to Speaker of Other Languages PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	8	100	182.88	310	94.19	175.4

For the 2017-2018 academic year, the Middle School Science, Middle School Social Studies, and Middle School English Language Arts each had 5 or less candidates scored. No statistical results were reported to compare with State or National levels. TTU had 11 candidates complete the Middle School Math 6-8 exam. TTU had a total mean score of 173.89, which was higher than the State total mean score of 165.18. In regards to the median score, TTU had a higher median score of 181 compared to the State median score of 169.5.

Table 2. Middle School Science PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	4	-	-	66	57.58	153.29

Table 3. Middle School Social Studies PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	2	-	-	33	84.85	166.67

Table 4. Middle School English Language Arts PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	1	-	-	66	46.97	161.48

Table 5. Middle School Math PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	9	77.78	173.89	166	66.87	165.18

*Tables may display limited amounts of data due to few data reported.

Student Learning Outcome 2: 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. edTPA: edTPA is a performance-based assessment used to measure pedagogical skills and pedagogical content knowledge. It shows what candidates can do, rather than what they plan to do. It is holistic and reflective as candidates integrate learning from

across the curriculum and examine teaching practices. The portfolio includes 15 rubrics across 3 tasks (planning, instruction, and assessment) to demonstrate teacher effectiveness. In 2017, the Tennessee State Board of Education voted to require edTPA of all teacher candidates seeking licensure in the state. This requirement will go into effect January 1, 2019; however, Tennessee Tech progressively implemented edTPA in 2012 for all programs with strong support for both candidates and faculty. Currently, candidates complete the edTPA during the residency II/student teaching clinical experience; each rubric is scored on a 5-point scale.

For the 2017-2018 academic year, the total mean score for TTU (47.9) was higher than State (46.3) and National (44.1) total mean scores. TTU had 2 candidates scored in English Language Learners, whereas the State and National levels had 24 and 709 candidates scored, respectively. Regarding total mean scores for English Language Learners, TTU (51.0) was comparatively higher than both the State (46.8) and National (48.8) levels.

Table 6

Table 12. TEAM data 2(ta)JTJET1.04 Tf1 0 0 1 14MC C q0.00001912 0 612 792 reW* nBT/F2 11.04 Tf1 0 0 1 72.024 709.5

	Learner Development Learning Differences Learning Environment Content Knowledge Application of Content				
InTASC	1	2	3	4	5

