

Institutional Effectiveness Report 2018-2019

Program: Secondary Education

College and Department: College of Education, Curriculum & Instruction

Contact: Jeremy Wendt, Chairperson

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 Goals

PG 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.

Student Learning Outcomes

SLO 1:

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, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.

SLO 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.

- 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, nation-wide 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 and 2) analysis of teaching.

for each of the three academic years are Earth and Space Science, and Economics. These content areas were omitted from this report. See Tables 1–6 below for SEED PRAXIS data.

Table 1. Biology: Content Knowledge PRAXIS ~~TPP~~

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017						

Table 3. edTPA data for Secondary History/Social Studies

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	12	46.3	2017-2018	109	45.6	2017-2018	3,161	45.2

Table 4. edTPA data for Secondary Math

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean

demonstrating candidate mastery of Learner and Learning, Content, and Instructional Practice standards. First, the TEAM domain of Instruction (broken into 12 specific components) closely aligns to InTASC standards 1-

Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-

Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 3 evaluations) Instruction = 3.53, Planning = 3.48, Environment = 3.77.

Table 10. TEAM data for Secondary Education Economics

Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 5 evaluations) Instruction = 4.1, Planning = 3.9, Environment = 4.3.

Modifications for Improvement

English as a Second Language (ESLP 3100) was integrated into the curriculum to better prepare SEED majors for more diverse students in schools. The cou

Appendix 1: Curriculum Map

Course & Assignment: National Science Teacher Association http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy, Std. 3 Learning Environment	Std. 3 Learning Environments	Std 1 Content Knowledge	Std. 2 Content Pedagogy
<p>CUED 6150 Middle School Curriculum+4:21</p> <p>SEED 6210 Secondary School Prog</p> <p>FOED 6020 Perspectives in American Education OR FOED 7020 Philosophy & Public Policy</p>	<p>Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.</p> <p>Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), “Best Teacher in You” Summary Report, Literature Review</p> <p>Peer Journal Responses: Students respond to peer journals to experience collaboration with other professionals with a view to foster learner growth and development.</p>	<p>Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.</p> <p>Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), “Best Teacher in You” Summary Report, Literature Review</p> <p>Weekly Journaling Activities: Students demonstrate understanding that learners bring assets to learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values through weekly practices of connecting their own experiences, prior learning, community values, etc. during journaling activities.</p>	<p>Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.</p> <p>Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), “Best Teacher in You” Summary Report, Literature Review</p> <p>Weekly Participation & Peer Engagement: Students are encouraged to become thoughtful and responsive listeners and observers through weekly 0-0.025 Tc 0.04</p>	<p>Task 2 – Analysis of This We Believe and Promoting Harmony; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.</p> <p>Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), “Best Teacher in You” Summary Report, Literature Review</p>	<p>Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.</p> <p>Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), “Best Teacher in You” Summary Report, Literature Review</p>

