

Institutional Effectiveness Report 2018-2019

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

Vision: Evidence-based, student-focused, future-oriented education for lifelong 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 students.

Student Learning Outcomes

SLO 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.

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

teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standardizing studies; test reviews; and ongoing reviews. Reliability is addressed via 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.

- x 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-choice system that includes two primary components: 1) teaching-related performance tasks (e.g., lesson plan, analysis of teaching) and 2) video analysis of teaching (e.g., lesson plan, analysis of teaching).

Table 1. SPED Core Knowledge Mild/Moderate PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	13	100	173.69	393	85.75	169.44

Table2. SPED Core Knowledge Severe/Profound PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	13	100	173.08	130	96.92	177.41

Table 3. SPED Core Knowledge & Application PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	8	100	173.88	123	97.56	176.26

Table4. Preschool ECE Proficient PRAXIS

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2017-2018	7	100	170.57	86	100	173.02

For the 2017-2018 academic year

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 2018 fall 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. Over the past year (2017-2018), TTU has pr

rubric scores at and above expectations demonstrate candidate mastery of InTASC standards. See Table 1 below for TEAM data.

Table 1. TEAM data

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. Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric (2016-17 = 47 evaluations) Instruction = 3.5, Planning = 3.6, Environment = 4.1. 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 semester time limit versus 1.5 semesters in residency). See TEAM Evaluation Data for aggregate and disaggregate TEAg (g thed (S)1.4 x.(h)13 Tw -22.83

Appendix 1: Curriculum Map

	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
Council for Exceptional Children Standards	1	1	2	3 & 5	3 & 5
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	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboratio
	6	7	8	9	10
Council for Exceptional Children Standards	4	5	5	6	7
TN Literature Standards: READ 3313 Literacy for Special Populations	2 & 4	3 & 4	3 & 4	5	5

Courses & Assignments

FOED 1820 Intro Field Experience/
FOED 1822 Intro Field Exp/Orientation

Virtual Field Experience

Problem-Basea4i

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