

Institutional Effectiveness Report 2019-20

Program:Elementary Education

College and Department: College of Education Curriculum & Instruction

Contact:Jeremy Wendt, Chairperson

Mission:The mission of the Department of Curriculum & Instruction is to advance 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 BriefLearn from the past. Impact the present. Focus on the future.

Vision:Evidencebased, studentfocused, futureoriented 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 performancebased subjectspecific assessment as set by the State Board of Education.

SLO 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice byyy e

knowledge of the subjects they teach. The subject assessments measure ~~specific~~ ^{subject}

that took the Elementary Education Content Knowledge and Curriculum Instruction & Assessment over two academic years: 2017-2018 and 2018-2019. The Content Knowledge pass rate for the college fluctuated over the aforementioned years. Data available for the Curriculum Instruction and Assessment indicated an increase

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 te

Student Learning Outcome 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. 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 SDE (TEAM Rubric). The EPP uses the

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

	Learning Differences				
	Leamer Development	Standard 7: Practicum/Clinical Experiences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
International Literacy Association	Standard 1: Foundational Knowledge; Standard Practicum/Clinical Experiences	Standard 2: Curricular & Instruction	Standard 5: Learners the Literacy Environment	Standard 2: Curricular & Instruction; Standard 3: Assessment & Evaluation	Standard 2: Curricular & Instruction; Standard 7: Practicum/Clinical Experiences
National Science Teacher Association http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy; Std. 3 Learning Environment	Std. 3 Learning Environments	Std 1 Content Knowledge	Std. 2 Content Pedagogy
National Council Teachers Mathematics (Professional Standards for Teaching Mathematics, 1991)	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment	Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse; Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning
National Council of Social Studies	4	4	4	1	2
National Association of Education of Young Children	Standard 1: Promoting Child Development & Learning	Standard 4: Using Developmentally Effective Approaches; Standard 6: Using Content Knowledge to Build a Curriculum	Standard 4: Using Developmentally Effective Approaches; Standard 6: Using Content Knowledge to Build a Curriculum	Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches; Standard 6: Using Content Knowledge to Build a Curriculum
Council for Exceptional Children	Standard 5: Instructional Planning and Practices	Standard 5: Instructional Planning and Practices	Standard 5: Instructional Planning and Practices		Standard 3: Curricular Content Knowledge; Standard 4: Assessment
<i>Course & Assignment:</i>					
FOED 2011 Intro to Teaching & Technology	Text Readings, Group Activities	Text Readings, Group Activities	Text Readings, Group Activities	Education Buzzwords Activity, Text Reading; Group Activities, Annotated Bibliography Disposition, Interactive Whiteboard Activities, Curriculum Standards Lesson Plan Activity	Text Readings, Group Activities
FOED 18313 Td ((G)27 (r)529.5 (l)-2.5 (R)-4					

	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning Ethical Practice	Leadership & Collaboration
	6	7	8	9	10
International Literacy Association	Standard 3: Assessment & Evaluation; Standard 7: Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences	Standard 4: Diversity & Equity	Standard 5: Learners & the Literacy Environment; Standard 6: Professional Learning & Leadership
National Science Teacher Association http://www.nsta.org/preserviaTJ ET Q013					