Institutional Effectiveness Report
2019-2020

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.

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

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: 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-specific 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

, TTU had 5 or less candidates take the Government/Political Science, Economics, and Earth and Space Science PRAXIS exams. Therefore, no statistical information was reported. A total of 11 TTU candidates completed PRAXIS for Biology: Content Knowledge. The total mean score was 158.55, with a pass rate of 100 percent. At the State level, a total of 150 candidates

	TTU	State	National
2017-2018	47.9	46.3	44.1
2018-2019	48.0	45.9	43.8

Table 2. edTPA data for Secondary ELA

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	7	50.3	2017-2018	100	47.8	2017-2018	3,293	

88 and 2,736 candidates scored, respectively. Regarding total mean scores for Secondary Math portfolios, TTU (37.8) was comparatively lower than both the State (41.2) and National (40.0) levels. TTU had 5 candidates scored in Secondary Science, whereas the State and National levels had 16 and 2,998 candidates scored, respectively. Regarding total mean scores for Secondary Science portfolios, TTU (42.0) was comparatively lower than both the State (47.5) and National (42.1) levels.

TEAM: 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 State (TEAM Rubric). The EPP uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance during clinical experiences. The TEAM rubric evaluates educators across 3 primary domains: instruction, planning, and environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The TEAM rubric aligns with InTASC standards 1-8, 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 1-5. Second, the TEAM domain of Planning (3 components) aligns to InTASC standards 6-8. Lastly, the TEAM domain of Environment (4 components) aligns to InTASC standards 2-3. TEAM rubric scores at and above expectations demonstrate candidate mastery of InTASC standards 1-8. See Tables 1–10 below for TEAM data.

Table 1. TEAM data

		TTU		
Year	N	Instruction	Planning	Environmeg

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: 2017-2018 (n = 1,212 evaluations) Instruction = 3.53, Planning = 3.48, Environment = 3.77; 2018-2019 (n = 821 evaluations) Instruction = 3.67, Planning = 3.61, Environment = 4.08. The 2-year trend of university supervisor evaluations shows a gradual increase in mean scores across all 3 domains. 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 1-semester time limit versus 1.5 semesters in residency). See TEAM Evaluation Data for aggregate and disaggregate TEAM data across 3 years for both residency and student teaching.

Table 2. TEAM data for Secondary Education Biology

Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 35 evaluations) Instruction = 3.8, Planning = 3.7, Environment = 3.9; and 2018-2019 (n = 28 evaluations) Instruction = 3.4, Planning = 3.4, Environment = 3.5. The 2-year

Appendix 1: Curriculum Map

Course & Assignment:	Learner Development **1**	Learning Differences **2**	Learning Environment **3**	Content Knowledge **4**	Application of Content **5**
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
CUED 6150 Middle School Curriculum+4:21	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.	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.	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.	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.	Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.
SEED 6210 Secondary School Prog	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), "Best Teacher in You" Summary Report, Literature Review
FOED 6020 Perspectives in American Education **OR** FOED 7020 Philosophy & Public Policy	Peer Journal Responses: Students respond to peer journals to experience collaboration with other professionals with a view to foster learner growth and development.	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.	Weekly Participation & Peer Engagement: Students are encouraged to become thoughtful and responsive listeners and observers through weekly 0-0.025 Tc 0.04		

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