Institutional Effectiveness Report 2020-21

Program: Early Childhood 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.

knowledge and skills to contribute to the academic and developmental students.

Student Learning Outcomes

- SLO 1: Program candidates will demonstrate content and pedagogical knowled or exceeding passing scores on the respective state licensure exam as se Education.
- SLO 2: Program candidates will demonstrate content and pedagogical knowled or exceeding a passing score on the respective performance-based subjects as set by the State Board of Education.
- SLO 3: Program candidates will demonstrate content and pedagogical knowled clinical practice by scoring at or above expectations on the TEAM rubric.
- A departmentally developed curriculum map can be found 7r(i) space(id) x41cth Atesta teaching skills and content knowledge. Validity for the assessments is

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 Pe:13.7 (d(a)-3.3 (n)-0.8 0a11 (a)-3.3)1s9 (e)-6 .0m (e)-6 Tj-7.6he1daeot fgBDC /TT1 1 Tf42 (g/3.3)1sg scored

candidates was recorded from the 2018-2019 (n = 149) to 2019-2020 (n = 5) academic years. TTU maintained higher total mean scores when compared to State level scores for the three academic years. Furthermore, TTU had higher pass rates compared to the state in the three years aforementioned.

	TTU			State			
Year	N	Pass Rate	Mean	N	Pass Rate	Mean	
2017-2018	182	88.46	179	1,739	77.98	170	
2018-2019	149	89.93	158	2,422	-	169	
2019-2020	5	100	173	246	87.34	169.41	

Table 1. Early Childhood Education: Content Knowledge PRAXIS

For the 2019-2020 academic year, TTU's total mean score for the Elementary Education: Content Knowledge was reported as 170.21. The total mean score was 12 points lower compared to the previous academic year. A total of 5 candidates were scored, which is significantly lower that the previous academic year, which had 149 candidates scored. In regards to the State level, the scored total mean (157.64) was higher when compared to TTU's total mean score of the same year. At the National level, 13,496 candidates were scored with a total median score of 169 and a performance range 159-179.

TTU			State			National		
Year	Ν	Mean	Year	Ν	Mean	Year	Ν	Mean
2017-	12	45.3	2017-	116	44.8	2017-	4,017	40.9
2018			2018			2018		
2018-	9	45.9	2018-	134	43.6	2018-	4,414	41.4
2019			2019			2019		
2019-	10	44.4	2019-	163	44.1	2019-	3,943	41.0
2020			2020			2020		

Table 2. edTPA data for Early Childhood Education: Content Knowledge

For the 2019-2020 academic year, the total mean score for TTU (47.0) was higher than State (45.8) and National (43.7) total mean scores. TTU had 10 candidates scored in Early Childhood Education, whereas the State and National levels had 163 and 3,943 candidates scored, respectively. Regarding total mean scores for Early Childhood Education portfolios, TTU (44.4) was comparatively higher than both the State (44.1) and National (41.0) levels.

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.

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 Ru**(ur)**) each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 52 evaluations) Instruction = 3.5, Planning = 3.9, Environment = 3.6; 2018-2019 (n = 310 evaluations) Instruction = 3.6, Planning = 4.2, Environment = 3.6; and 2019-2020 (n = 246 evaluations) Instruction = 3.5, Planning = 3.8, Environment = 3.4. The 3-year trend of university supervisor evaluations shows little change 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 TEAt r 1.9 (r)11 (o)-.16.7 (r ag)3 (s)-1.4 (a10.6 (m)-6.9 (f)10. (3)-46 ()10.

	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
Course & Assignment: FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation	6 Virtual Field Experience	7	8 Problem-Based Learning, Virtual Field Experiences, Group Activities	9 Becoming a Professional, Intro to TEAM Teacher Evals, Copyright / Fair Use	10 Problem-Based Learning, Service Learning
FOED 2011 Intro to Teaching & Technology	Pre-Test / Post-Test, Text Readings, Group Activities	Text Readings, Group Activities, Interactive Whiteboard Activities, Multimedia Presentation, Curriculum Stao Iss, Gas /0.049 Tw G		Activity	

