

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 growth of students.

Student Learning Outcomes

SLO 1: Program candidates will demonstrate content and pedagogical knowledge 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 or exceeding a passing score on the respective performance-based subject area exam as set by the State Board of Education.

SLO 3: Program candidates will demonstrate content and pedagogical knowledge through clinical practice by scoring at or above expectations on the TEAM rubric.

A departmentally developed curriculum map can be found in Appendix 1 that shows the alignment of teaching skills and content knowledge. Validity for the assessments is established through the use of standardized tests and rubrics.

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.

Table 1. Early Childhood Education: Content Knowledge PRAXIS

| Year | TTU | | | State | | |
|-----------|-----|-----------|------|-------|-----------|--------|
| | 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 |

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 than 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.

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

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

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 Rubric) (SDE, 2011).

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.

