

Institutional Effectiveness Report 2020-21

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 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

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Mission Bri

Vision: Evid

education for life long learners.

Program Goals

PG1: 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

SLO1: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam asset by the State Board of Education.

SLO2: 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 asset by the State Board of Education.

SLO3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectation on the TEAM rubric.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods

SLO1: Program candidates will on

knowledge

that took the Elementary Education Content Knowledge and Curriculum Instruction & Assessment over three academic years: 2017-2018, 2018-2019, and 2019-2020. The Content Knowledge pass rate for the college fluctuated over the three aforementioned years. See Table 1 below for PRAXIS data.

Table 1. Elementary Education Content Knowledge PRAXIS

Year	TTU			State		
	N	PassRate	Mean	N	PassRate	Mean
2017-2018	182	88.46	170.38	1,739	77.98	169.43
2018-2019	149	89.93	170.21	1,673	73.16	166.6
2019-2020	5	60	158	229	49.78	157.64

For the 2019-2020 academic year, available results

Table 1. Total mean scores for TTU, State, and National levels

	TTU	State	National
2017r			

expectations) to 5 (significantly above expectations). The TEAM rubric aligns with InTASG 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 InTASG standards 1-5. Second, the TEAM domain of Planning (3 components) aligns to InTASG standards 6-8. Lastly, the TEAM domain of Environment (4 components) aligns to InTASG standards 2-8. TEAM rubric scores at and above expectations demonstrate candidate mastery of InTASG standards 1-8. See Table 1 for TEAM data.

Table 1. TEAM data

The EPR 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

Appendix

