

# Institutional Effectiveness Report

2020-21

**Program:** Instructional Leadership EdS

**College and Department:** College of Education – Curriculum and Instruction

**Contact:** Jeremy Wendt

## **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.

*Mission Brief:* Learn from the past. Impact the present. Focus on the future.

*Vision:* Evidence-based, student-focused, future-

## **Student Learning Outcomes**

*SLO1: Candidate Content and Pedagogical Knowledge* - Candidates in curriculum and instruction demonstrate content and pedagogical knowledge in their teaching area as reflected by passing on state licensure examinations.

*SLO2: Effective Research Field Experience* - EdS Candidates in curriculum and instruction demonstrate research methods knowledge, skill, and application as reflected by passing a culminating field research project.

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

## **Assessment Methods**

*PG1: Diversity*

1. Enrollment Data - The primary assessment measure of the diversity goal will be the number of diverse students enrolled in the College of Education.

*SLO1: Candidate Content and Pedagogical Knowledge*

1. PRAXIS II Scores - Candidates in licensure programs must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. Performance at a level above or comparable to the state mean on the Praxis II Examination will be defined as TTU candidates having a mean score above or equal to the state mean.
2. Comprehensive Exam - Comprehensive examinations will also assess all candidates' content and pedagogical knowledge.

*SLO2: Effective Research Experience*

1. Research Proposal - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in FOED 6920 or FOED 6980 and the research is conducted and written up in CUED 6900. A rubric is used in all courses to provide data to

*SLO2: Effective Field Research Experience*

CUED 7910 Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2017-18	75.0%						

## Appendix 1: Curriculum Map

**TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION  
(Ed.S.) STANDARDS**

Course Name & Description

Course Key Assignments

Clinical Experiments



## TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS

Course Name & Description

Course Key Assignments

Clinical Experiments

### Tennessee Instructional Leadership Standards

TILS Standard B: Culture for Teaching and Learning. An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful, and safe environment providing equitable educational opportunities and culturally responsive practices conducive to learning and growth for each student.

Indicators:

[Link to all INSL Courses Descriptions](#)

**TTU INSTRUCTIONAL LEADERSHIP SPECIALIST IN EDUCATION (Ed.S.) STANDARDS**

Course Name & Description

Course Key Assignments

Clinical Experiments

Tennessee Instructional Leadership Standards

TILS Standard C: Professional Learning and Growth. An ethical and effective instructional leader develops capacity of each educator by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

[Link to all INSL Courses Descriptions](#)

