

Institutional Effectiveness Report 2020-21

Program: MDS Middle School

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.

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

Vision: 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 by scoring at or above expectations 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

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.

- x State licensure exams. Candidates take between one and six licensure exams in order to be recommended for licensure. The Praxis subject assessments measure candidates' content

knowledge of the subjects they teach. The subject assessments measure subject-specific

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

	TTU	State	National
2017-2018	47.9	46.3	44.1
2018-2019	48.0	45.9	43.8
2019-2020	47.0	45.8	43.7

Table 2. edTPA data for Middle Childhood ELA

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	1	54.0	2017-2018	15	51.5	2017-2018	494	48.0
2018-2019	0	-	2018-2019	15	-	2018-2019	524	-
2019-2020	0	-	2019-2020	13	-	2019-2020	524	-

Table 6. edTPA data for English Language Learners

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	2	51.0	2017-2018	24	46.8	2017-2018	709	48.8
2018-2019	1	58.0	2018-2019	36	51.5	2018-2019	648	47.8
2019-2020	0	–	2019-2020	33	–	2019-2020	583	–

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 0 candidates scored in English Language Learners, whereas the State and National levels had 33 and 583 candidates scored, respectively. Since TTU had no candidates scored during the 2019-2020 year, no mean score data were reported.

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 7 (I)7.6 (a)-3 p11

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Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

	Leamer Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
InTASC	1	2	3	4	5
Licensure Standards TN	1	2, 3, 5	2, 3	1, 3	1, 2, 3
TESOL International Association	1	2, 3, 5	2, 3	1, 3	1, 2, 3
<i>Course & Assignment:</i>					
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation			Virtual Field Experiences, Problem-Based Learning, Group Activities	Problem-Based Learning, Virtual Field Experiences, LRC Tour, Copyright / Fair Use Activity	Problem-Based Learning, Virtual Field Experiences
FOED 2011 Intro to Teaching & Technology	Text Readings, Group Activities	Text Readings, Group Activities	Text Readings, Group Activities	Education Buzzwords Activity, Text Readings, Group Activities, Annotated Bibliography, Disposition, Interactive Whiteboard Activities, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities
EDPY 2200 Educational Psychology OR	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction		
CFS 3600 Fam Cmnty Prof Partnerships	Readings, WP, Journal & PIF	Readings, Journal, PIF, WP, Visit & Discussion	Readings, WP, Open House, Journal & Visit	Readings & Journal	
CUED 4700 Edu Data and Assessment	Battelle for Kids: edTPA Task 3			TVAAS review	
ECSP 4100 Dev Approp Pract/K-4	HW, CS, Activity Matrices & Integrated Unit	HW & Activity Matrices	HW & Integrated Unit	Integrated Unit	HW, Integrated Unit, Activity Matrices & CS
FOED 3010 Integr Inst Tech into Clsrm	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)
FOED 3840 Field Experiences in ESL	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Lesson Plan
FOED 3810 Field Exp in Edu	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives	Context for Learning, Lesson Plan, TEAM, Goals and Objectives
READ 3313 Literacy-Special Populations	Case-Studies, Lesson Planning, and Class Reporting	Annotated Bibliography of Children's literature.	Case-Studies, Lesson Planning, and Class Reporting	Case Studies, Lesson Planning, and Class Reporting, Writing Workshop	Annotated Bibliography of Children's literature.

