

# Institutional Effectiveness Report 2020-21

Program: Secondary Education

College and Department: College of Education Curriculum & Instruction

Contact: Jeremy Wendt, Chairperson

Mission: The mission of the Department of Curriculum & Instruction is to advance 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 lifelong 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 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 ~~specific~~ ~~subject~~



Table 6. World and U.S. History Content Knowledge PRAXIS  
TTU

State

same years.

Table 5. edTPA data for Secondary Science

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	11	46.3	2017-2018	64	43.7	2017-2018	2,649	43.1
2018-2019	5	42.0	2018-2019	16	47.5	2018-2019	2,998	42.1
2019-2020	17	43.4	2019-2020	104	41.9	2019-2020	2,651	41.5

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 17 candidates scored in Secondary ELA, whereas the State and National levels had 186 and 3,033 candidates scored, respectively. Regarding total mean scores for Secondary ELA portfolios, TTU (48.3) was comparatively higher than both the State (47) and National (46.3) levels. TTU had 1 candidate scored in Secondary Social Studies, whereas the State and National levels had 15 and 3,079 candidates scored, respectively. Regarding total mean scores for Secondary Social Studies portfolios, TTU (45.5) was comparatively lower than the State (46.0) level but was higher than the National (44.9) level. TTU had 15 candidates scored in Secondary Math, whereas the State and National levels had 116 and 2,576 candidates scored, respectively. Regarding total mean scores for Secondary Math portfolios, TTU (39.1) was comparatively lower than both the State (39.9) and National (39.6) levels. TTU had 15 candidates scored in Secondary Science, whereas the State and National levels had 116 and 2,576 candidates scored, respectively. Regarding total mean scores for Secondary Science portfolios, TTU (43.4) was comparatively higher than the State (41.9) and National (41.5) levels. TTU had 17 candidates scored in Secondary Science, whereas the State and National levels had 104 and 2,651 candidates scored, respectively. Regarding total mean scores for Secondary Science portfolios, TTU (43.4) was comparatively higher than the State (41.9) and National (41.5) levels.

## Table 1. TEAM data

The EPP 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 evaluated 3 times by a university supervisor and 2 times by a mentor teacher using the TEAM rubric, for a total of 5 TEAM evaluations across the residency year. Candidates, when evaluated 3 times

Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 4 evaluations) Instruction = 3, Planning = 3, Environment = 3; 2018-2019 no data were available and 2019-2020 (n = 15 evaluations) Instruction = 3.7, Planning = 3.8, Environment = 3.8. The 2-year trend of university supervisor evaluations shows a gradual increase in mean scores across all 3 domains.

Table 4. TEAM data for Secondary Education History



Environment = 4.2. The 2-year trend of university supervisor evaluations shows a gradual decrease in mean scores across all 3 domains.

Table 7. TEAM data for Secondary Education English

Candidates, when evaluated 3 times each by university supervisors, earned the following mean scores on the TEAM rubric: 2017-2018 (n = 33 evaluations) Instruction = 4.0, Planning = 3.9, Environment = 4.2; 2018-2019 no data were available and 2019-2020 (n = 15 evaluations) Instruction = 4.0, Planning = 4.0, Environment = 4.1. The 2-year trend of university supervisor evaluations shows a slight increase in mean scores across all 3 domains.

Modifications for Implementation of BDC3-6.4 (2) (n) 2.3 (i) 10.5 (( ) -848.83) Tj 0 Tc 0 =) -6 (e) -3 ( (r) -7.8 ( l) -0 Td

## Appendix 1: Curriculum Map

Course & Assignment: National Science Teacher Association <a href="http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf">http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf</a>	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy, Std. 3 Learning Environment	Std. 3 Learning Environments	Std 1 Content Knowledge	Std. 2 Content Pedagogy
CUED 6150 Middle School Curriculum+4:21	Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 1 – Review of research on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 2 – Analysis of This We Believe Promoting Harmony; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.
SEED 6210 Secondary School Prog	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) “Best Teacher in You” Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK), “Best Teacher in You” Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) “Best Teacher in You” Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) “Best Teacher in You” Summary Report, Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) “Best Teacher in You” Summary Report, Literature Review
FOED 6020 Perspectives in American Education FOED 7020 Philosophy & Public Policy	Peer Journal Responses: Students respond to peer journals to experience collaboration with other professionals with a view to foster learning and development.	Weekly Journaling Activities: Students demonstrate understanding that learners bring assets to learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values through weekly practices of connecting their own experiences, prior learning, community values, etc. during journaling activities.	Weekly Participation & Peer Engagement Students are encouraged to become thoughtful and responsive listeners and observers through weekly 0-0.025 Tc		

Program: Biology 6-12	CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)				
	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
	6	7	8	9	10
Course & Assignment: National Science Teacher Association <a href="http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf">http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf</a>	Std. 2 Content Pedagogy, Std. 3 Learning Environment Std. 5 Impact on Student Learning	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy	Std. 4 Safety Std. 6 Professional Knowledge & Skills	Std. 6 Professional Knowledge & Skills
CUED 6150 Middle School Curriculum+4:21					
SEED 6210 Secondary School Prog	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) "Best Teacher in You" Summary Report Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) "Best Teacher in You" Summary Report Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) "Best Teacher in You" Summary Report Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) "Best Teacher in You" Summary Report Literature Review	Discussion Posts & Responses, Journal Article Critique, Battelle for Kids (BFK) "Best Teacher in You" Summary Report Literature Review
FOED 6020 Perspectives in American Education OR FOED 7020 Philosophy & Public Policy	Instructor Pedagogy: Students observe instructor pedagogy through critical engagement with the movie "American Teacher" the student expected to demonstrate how learning theory, human development, cultural diversity, and individual differences impact ongoing planning.	American Teacher Planning: Through critical engagement with the movie "American Teacher" the student expected to demonstrate how learning theory, human development, cultural diversity, and individual differences impact ongoing planning.	Instructor Pedagogy: Students observe instructor pedagogy through critical engagement with the movie "American Teacher" the student expected to demonstrate how learning theory, human development, cultural diversity, and individual differences impact ongoing planning.	Weekly Reflections: The students are engaged in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choice and actions on others through weekly reflection activities.	Leadership Readings Students read accounts of community involvement in schooling and explore the historical development of leadership structures in public schools in the United States.
CUED 6430 Production of Instructional Materials		VR and AR in the classroom	Interactive Programs (Classflow)		Google Classroom, Develop and maintain a LMS for your classroom
FOED 6920 Educational Research OR FOED 6980 Qualitative Research in Education	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal
CUED 6900 Problems in Curriculum	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper
FOED 6320 Educational Applications for Teachers		Sir Ken Robinson Discussion, TED Talk Discussion, Instructional Movie Product	INTERNET Apps Research Discussion Digital Photography Pedagogy Discussion iPad Apps Research Discussion		Final WebQuest
EDPY 7200 Advanced Educational Psychology		Chapter Review Present & Myth-buster			
SPED 6010 Surv-Disab Char Proc Meth/SPED	Philosophy of SPED; Field Experience Article Summaries; Chapter Presentation Case Study	Philosophy of SPED; Field Experience; Study	Field Experience; Case Study	Field Experience Presentation; Case Study Presentation	Field Experience Presentation; Case Study Presentation
READ 6350 Secondary School Reading Program		Cross-curricular project	Cross-curricular project	Cross-curricular project	
SEED 5123 Mtrls/Meth-Tch the Sciences	Assignments: Lesson Plan, Questioning Project	Assignments: Journal Presentation, Lesson Plan, Act Presentation, Questioning Project	Assignments: Journal Presentation, Lesson Plan, Act Presentation, Questioning Project	Assignments: Journal Presentation	Assignments: Community Outreach Project
CUED 6800 Field Experience	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Lesson Plan TEAM	TEAM
CUED 6880 Student Teaching	Assignments: Lesson Plan, Instruction TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self-Assessment TEAM edTPA Rubrics