Institutional Effectiveness Report 2020-2021

Program:Special Education

Collegeand Department: College of Education urriculum & Instruction

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Mission: The mission of the Department of Curriculum & Instruction **isrtb**ance 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 BriefLearn from the past. Impact the present. Focus on the future.

Vision: Evidencebased, studenfocused, futureoriented education for lifeong 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.

StudentLearning 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 demonstratent and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performased subject pecific assessment as set by the State Board of Education.
- SLO 3: Program candidates will demonstrate content and pedagogical knowleand 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 subjective

candidates who took the PRXIS across the 201-22018, 2018 2019, and 2019 2020 academic year See Table 1, Table 2, Table 3, and Table 4 below for Special Education PRAXIS data.

	TTU			State			
Year	N	Pass Rate	Mean	N	Pass Rate	Mean	
2017-2018	13	100	173.69	393	85.75	169.44	
2018-2019	10	100	168.7	366	84.43	168.56	
2019-2020	19	89.47	164.89	371	79.78	167.29	

Table 1. SPED Core Knowledge Mild/Moderate PRAXIS

Table2. SPED Core Knowledge Severe/PRAXIS

	TTU			State			
Year	N	Pass Rate	Mean	N	Pass Rate	Mean	
2017-2018	13	100	173.08				

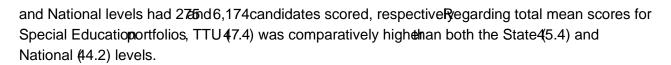
of 88 candidates completed PRAXIS for the same **ortinate**a. The total mean score was 14743. comparatively higher than TTU's mean score, with a pass rate of **96**r666nt. Lastly, a total of 26TU candidates completed PRAXIS for Preschool ECE3PT6464 total mean score was 67.655 with a pass rate of 88.46percent. At the State level, a total 011 candidates completed PRAXIS for the same content area. The total mean score was 11377, comparatively higher than TTU's mean score, with a pass rate of 96.77 percent.

Student Learning Outcome 2: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective perfobrased subject pecific assessment as set by the State Board of Education PA: edTPA is a performant assessment used to measure pedagogical skills and pedagogical content knowledge. It shows what candidates can do, rather than what they plan to do. It is holistic and reflective as candidates integrate learning from across the curriculum and examine teaching ticas. The portfolio includes 15 rubrics across 3 tasks (planning, instruction, and assessment) to demonstrate teacher effectiveness. In 2017, the Tennessee State Board of Education voted to require edTPA of all teacher candidates seeking licensure in the state. This requirement will go into effect January 1, 2019; however, Tennessee Tech progressively implemented edTPA in 2012 for all programs with strong support for both candidates and faculty. Currently, candidates complete the edTPA during the reside/stydent teaching clinical experience; each rubric is scored on appoint scale. Over the past three yea(25017-2018, 2018/2019, and 2019-2020) TTU has consistently produced total mean scores higher than State and National levels. This trend was alsobserved in Special Education portfolios completed by our Special Education candidates. Additionally, TTU's total mean score has dipped from 48.0 in 220189 to 47.0 in 20192020, whereas the State and National total mean scores experiences atively little change (1 and -.1, respectively) between the same year See Table 1 and Table 2 below for edTPA data.

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

Table 2. edTPA data for Special Education



Student Learning Outcome 3: Prage candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAMTELANDED 2011, Starte: [pepartane] at 3 fire (110.0.4(2) Tot 4(11) 2.3 ((m 2) 5) 4.5 ((i) 2.3.6 T(2) 5) 4.6 (0) 3.2 8004 (Teo(04) Tov 4) 3 (th) 1il)-

Modifications for Improvement

Praxis scores have been slightly lower than faculty expectations for the academic year. Faculty are working with Office of Teacher Education to build practice test sessions into courses across curriculum. Will reassess next academic year.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

		CCSSO's Interstate Teacher Assessment and Support Consortium (InTA Learner Development Learning Differences Learning Envire			m (InTASC) ng Environment Content Knowledge		
		1	2	3	4	Application of Conter	
1	Council for Exceptional Children Standards	1	1	2	3&5	3 & 5	
		_					

		Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	& Leadership & Collaboratio
		6	7	8	9	10
	Council for Exceptional Children Standards	4	5	5	6	7
	TN Literature Standards: READ 3313 Literacy for Special Populations	2 & 4	3 & 4	3 & 4	5	5
	Courses & Assignments					

FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation

Virtual Field Experience

Problem-Based Learning