

# Institutional Effectiveness Report 2020-2021

Program: Special 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~~

candidates who took the PRAXIS across the 2017-2018, 2018-2019, and 2019-2020 academic years. See Table 1, Table 2, Table 3, and Table 4 below for Special Education PRAXIS data.

Table 1. SPED Core Knowledge Mild/Moderate PRAXIS

Year	TTU			State		
	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 2. SPED Core Knowledge Severe PRAXIS

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

of 88 candidates completed PRAXIS for the same content area. The total mean score was 174, comparatively higher than TTU's mean score, with a pass rate of 98.66%. Lastly, a total of 26 TTU candidates completed PRAXIS for Preschool ECCE. The total mean score was 167.65 with a pass rate of 88.46 percent. At the State level, a total of 91 candidates completed PRAXIS for the same content area. The total mean score was 137, 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 performance-based subject-specific assessment as set by the State Board of Education. edTPA: edTPA is a performance-based 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 practices. 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 resident student teaching clinical experience; each rubric is scored on a point scale. Over the past three years (2017-2018, 2018-2019, and 2019-2020), TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Special Education portfolios completed by our Special Education candidates. Additionally, TTU's total mean score has dipped from 48.0 in 2018 to 47.0 in 2019-2020, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See Table 1 and Table 2 below for edTPA data.

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 Special Education

and National levels had 275 and 6,174 candidates scored, respectively. Regarding total mean scores for Special Education portfolios, TTU (47.4) was comparatively higher than both the State (45.4) and National (44.2) levels.

Student Learning Outcome 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAMTEACH. In 2011,

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## 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 (InTASC)				
	Learner Development	Learning Differences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
Council for Exceptional Children Standards	1	1	2	3 & 5	3 & 5
11					

	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