Program: Elementary Education

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-

content exam prior to entering residency I/student teaching. Praxis summary reports show EPP scores compared to state and national averages, as well as a breakdown of our candidates in each quartile. All summary reports are posted on the EPP's website. See Table 1 below for PRAXIS data.

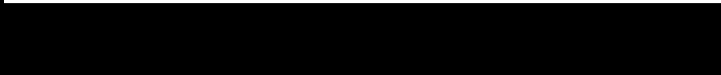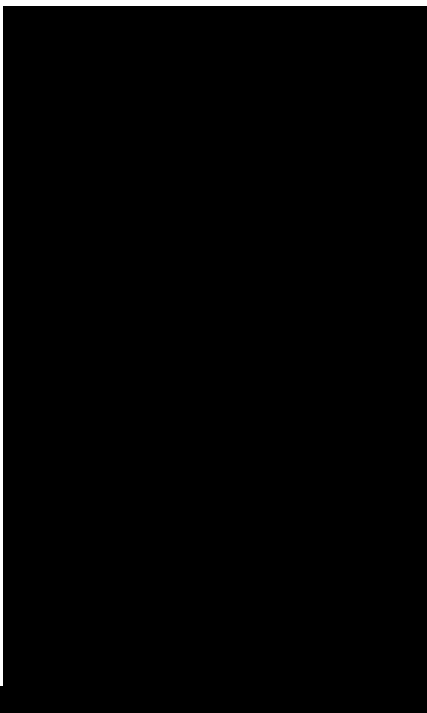Table 1 Elementary Education Content Knowledge PRAXIS

	TTU	State

Table 2. edTPA data for Elementary Literacy

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	81	49.0	2017-2018	323	47.3	2017-2018	4,165	45.3
2018-2019	63	49.8	2018-2019	380	47.3	2018-2019	4,334	44.4
2019-2020	59	48.8	2019-2020	559	46.9	2019-2020	4,045	44.2
2020-2021	52	47.1	2020-2021	326	46.0	2020-2021	2,494	43.1

Table 3. edTPA data for Elementary Math 2018

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	71	48.6				2017-2018	3,838	45.5
2018-2019	77	49.7	2018-2019	384	47.5	2018-2019	4,301	44.9
2019-2020	64	49.8	2019-					

Appendix 1: Curriculum Map

	Learner Development	Learning Differences Standard 7: Practicum/Clinical Experiences	Learning Environment	Content Knowledge	Application of Content
	1	2	3	4	5
International Literacy Association	Standard 1: Foundational Knowledge; Standard Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction	Standard 5: Learners the Literacy Environment	Standard 2: Curriculum & Instruction; Standard 3: Assessment & Evaluation	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences
National Science Teacher Association http://www.nsta.org/preservice/docs/2012 NSTAPreserviceScienceStandards.pdf	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy, Std. 3 Learning Environment	Std. 3 Learning Environments	Std 1 Content Knowledge	Std. 2 Content Pedagogy
National Council Teachers Mathematics (Professional Standards for Teaching Mathematics, 1991)	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse Standard 5: Learning Environment	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse Standard 5: Learning Environment	Standard 4: Tools for Enhancing Discourse Standard 5: Learning Environment	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning	Standard 1: Worthwhile Mathematical Tasks; Standard 2: Teacher's Role in Discourse; Standard 3: Students' Role in Discourse; Standard 4: Tools for Enhancing Discourse Standard 5: Learning Environment; Standard 6: Analysis of Teaching and Learning
National Council of Social Studies	4	4	4	1	2
National Association of Education of Your Children	Standard 1: Promoting Child Development & Learning	Standard 4: Using Developmentally Effective Approaches Standard 6: Using Content Knowledge to Build a Curriculum	Standard 4: Using Developmentally Effective Approaches Standard 6: Using Content Knowledge to Build a Curriculum	Standard 3: Observing Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches Standard 6: Using Content Knowledge to Build a Curriculum
Council for Exceptional Children	Standard 5: Instructional Planning and Practices	Standard 5: Instructional Planning and Practices	Standard 5: Instructional Planning and Practices		Standard 3: Curricular Content Knowledge, Standard 4: Assessment
Course & Assignment:					
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
FOED 18313 Td [(G)27 (r)529.5 (t)-2.5 (R)-4					

	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning Ethical Practice	Leadership & Collaboration
	6	7	8	9	10
International Literacy Association	Standard 3: Assessment & Evaluation; Standard 7: Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences	Standard 2: Curriculum & Instruction; Standard 7: Practicum/Clinical Experiences	Standard 4: Diversity & Equity	Standard 5: Learners & the Literacy Environment; Standard 6: Professional Learning & Leadership
National Science Teacher Association http://www.nsta.org/preservia TJ ET Q0133					