

Institutional Effectiveness Report

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

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. Statistical results for TTU were available for the academic years 2018-2019, 2019-2020. The academic year 2020-2021 did not have an exam in which more than five candidates were scored; therefore, no statistical results were provided.

For the 2020-2021 academic year, all the four sections had less than five candidates. No statistical scores were reported to compare with at the State and National levels.

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 residency II/student teaching clinical experience; each rubric is scored on a 5-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 Middle School ELA, History/Social Studies, Math, and Science portfolios completed by our Middle School candidates across the three years aforementioned. The exception was Middle School Science in 2019-2020, which did not exceed State or National levels for total mean score.

For the 2020-2021 academic year, the total mean score for TTU (45.5) was higher than State (45.2) and National (43.1) total mean scores. Since TTU had no candidates (or no available data) scored during the 2020-2021 year, no mean score data were reported. From 2019-2020: TTU had 0 candidates scored in Middle School ELA, whereas the State and National levels had 13 and 524 candidates scored, respectively. Since no candidates from TTU scored in Middle School ELA, a total mean score was not reported. TTU had 2 candidates scored in Middle School History/Social Studies, whereas the State and National levels had 14 and 419 candidates scored, respectively. Regarding total mean scores for Middle School History/Social Studies portfolios, TTU (49.5) was comparatively higher than both the State (46.9) and National (45.1) levels. TTU had 5 candidates scored in Middle School Math, whereas the State and National levels had 55 and 734 candidates scored, respectively. Regarding total mean scores for Middle School Math portfolios, TTU (49.0) was comparatively higher than both the State (44.9) and National (43.1) levels.

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
2020-2021	45.5	45.2	43.1

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	-
2020-2021 Data was 0 or not available at time of reporting								

Table 3. edTPA data for Middle Childhood History/Social Studies

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2017-2018	0	-	2017-2018	21	-	2017-2018	415	-
2018-2019	1	46.0	2018-2019	10	38.1	2018-2019	481	44.3

2018-2019	5	49.4	2018-2019	16	47.5	2018-2019	475	45.3
2019-2020	1	43.0	2019-2020	15	45.4	2019-2020	430	44.3

2020-

supervisor evaluations shows a gradual increase in mean scores across all 3 domains. Similarly, student teachers are formally evaluated 2 times by the university supervisor and once by the mentor teacher, for a total of 3 formal TEAM evaluations across student teaching (due to the 1-semester time limit versus 1.5 semesters in residency). See TEAM Evaluation Data for aggregate and disaggregate TEAM data across 3 years for both residency and student teaching.

2020-

Table 9. TEAM data for Middle School Social Studies

Modifications for Improvement

The availability and request for high-demand computer science education courses was initiated by faculty

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.

	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
InTASC	6	7	8	9	10
Licensure Standards TN	4	3	3	2, 5	2, 5
TESOL International Association	4	3	3	2, 5	2, 5
<i>Course & Assignment:</i>					
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation	Virtual Field Experience		Problem-Based Learning, Virtual Field Experiences, Group Activities	Becoming a Professional, Intro to TEAM Teacher Evals, Copyright / Fair Use Activity	Problem-Based Learning, Service Learning
FOED 2011 Intro to Teaching & Technology	Pre-Test / Post-Test, Text Readings, Group Activities	Text Readings, Group Activities, Introduction, Whiteboard Activities, Multimedia Presentation, Curriculum Standards Pr			