

# College of Education

## Teacher Education Program

*The Teacher Education Program is inclusive of all licensure programs at the initial and continuing levels located in the College of Education. All programs are based upon state, regional, and national standards and reflect the unit's conceptual framework for the preparation of "competent, caring, professionals for a diverse, technological society."*

**Program Goal 1.** To maintain state approval for all licensure programs and continuing NCATE accreditation status for the unit.

**Assessment(s):** Each semester curriculum panels are convened to review individual programs of study based upon changes to state licensure requirements. Curriculum panels make recommendations for revisions for departmental, college, and university-level approval. Once university approval has been received, the Office of Teacher Education submits the proposals to the Tennessee State Department of Education for approval. Additional assessment information is reported in the TTU COE Annual Report and Title II Report. NCATE accreditation reviews are conducted on a regular basis.

### **Examples of How Assessment Results Have Been Used to Make Program Improvements:**

The NCATE accreditation process resulted in the unit reformulating the conceptual framework to reflect the current expectations of the programs. As a result of this, individual programs were redesigned to integrate the shared vision and specifically target candidate competencies in technology and in meeting the needs of diverse learners. The redesign of FOED 2010: Introduction of Teaching and Technology is one example of program revision based upon this need. Before the revision, three independently listed courses were required in the program. Upon revision, the faculty proposed a composite course that included an orientation, field experience, and strong technology integration. The development of this course on the main campus also led to the redesign of equivalent courses offered at community colleges with whom we have established an articulation contract.

**Program Goal 2.** To develop an extensive array of assessment indicators that can be used to track student progress and success in the program and lead to program improvements.

**Assessment(s):** Rubric scores earned from candidate electronic portfolio (*Ionfolio*) allows the unit to track student progress on performance based indicators in the areas of planning, teaching strategies, assessment and evaluation, learning environment, professional growth, and communication. Disposition assessment scores submitted at the Admission to TEP, Disposition assessments at Admission to Student Teaching, Field Experience Evaluation Summaries also provide data the assessment of candidate progress. Title II, the College of Education Annual Report, and PRAXIS I and II

Summaries provide by ETS are also used by the unit to monitor candidate progress and make program improvements. In addition, information from Site Evaluation Summaries, and the unit's Follow-Up Studies collect information useful for evaluating field experiences and overall program satisfaction from current program completers, alumni, and employers of TTU candidates.

### **Examples of How Assessment Results Have Been Used to Make Program Improvements:**

The implementation of the assessment system revealed the need to be able to store and retrieve data on candidate performance in a more efficient manner. Previous to the new system, all evaluations were completed as hard copies and placed in student files. It was determined by the assessment committee during preparations for the NCATE accreditation visit, that it would be much more efficient if the assessment data were collected electronically. As a result, all teacher education candidates initiate their electronic portfolios in the introductory-level professional courses. Artifacts are added as candidates complete specific courses in their programs of study. Faculty panels have identified potential artifacts as course requirements and have developed common scoring rubrics for each potential artifact. Scoring rubrics for candidate performance assessments are shared in individual courses and reflected in course syllabi.

As the assessment system was designed it was noted that there was a lack of continuity among instructors when evaluating performances of candidates involved in field experiences. Faculty panels reviewed and revised a number of assessment forms in an effort to develop common language and scoring criteria. Field experience forms have been categorized into four levels: level one indicates those field experiences that are primarily observational. The indicators for the evaluation forms reflect appropriate expectations. Level two indicates field experiences where candidates are directly engaged with students with high degree of supervision and guidance from the mentoring teacher. Level three is reserved for student teachers, while level four reflects expectations appropriate for graduate level internships.

While preparing for the NCATE accreditation visit, a review panel suggested that the data available from the current unit's follow-up studies were limited to alumni responses. The panel suggested that additional input was needed from immediate program completers and employers. As a result, the Follow-up studies were expanded to include three components: a response from program completers, collected every semester, an Employer Satisfaction Survey, collected annually each Spring, and an alumni survey, collected annually each Spring.

The Office of Teacher Education website (<http://www.tntech.edu/teachered/>) provides the location for a number of the internally developed assessment forms. The Office of Teacher Education has revised a number of hard-copy internally developed assessment forms to electronically formatted versions. The data are entered and stored on a designated server that allows for retrieval of information. The Office of Teacher Education presents assessment reports at the first scheduled Teacher Education

Committee meeting each semester. The reports summarize the previous semester's data, provide trend data, and present current status of program improvements.

**Program Goal 3.** To increase the number of professional activities completed by professional faculty in the areas of scholarship and service.

**Assessment(s):** The Delaware Studies Report, internally developed performance agreements, and the number of externally funded projects submitted by faculty are annual assessments used to determine the growth of the faculty in the scholarship and service. Summaries of this data appear in the TTU COE Annual Report.

**Examples of How Assessment Results Have Been Used to Make Program Improvements:**

In an effort to develop faculty capacity for the submission of external funding, the unit offered grant-writing workshops for faculty participation. The unit also encouraged faculty collaboration in the development of external funding proposals in such projects as the development of the university-level Quality Enhancement Proposals.

**Program Goal 4.** To increase the number of locations for field and clinical experiences and provide candidates a greater opportunity for involvement with diverse student populations.

**Assessment(s):**

Field Experiences Evaluation Forms, Disposition Assessment Summaries, Field and Clinical Contracts with Local Education Agencies maintained by Office of Teacher Education. Additional assessment information is reported in the TTU COE Annual Report.

**Examples of How Assessment Results Have Been Used to Make Program Improvements:**

The growth of 2 + 2 On-site Program led to an expansion of the geographic region typically serviced by TTU. This expansion led to the development of contracts for the placement of field experiences in areas such as Knoxville, Chattanooga, and Murfreesboro areas. The increased number of local education agencies in partnership with TTU for placement of field and clinical experiences has provided additional locations and increased the potential for interactions with a more diverse population of P-12 students.

**Learning Outcome Goal 1.** Candidates will acquire relevant content knowledge in their teaching area as reflected by scores that meet or exceed passing scores on state licensure examinations.

**Assessment(s):** Assessment data will be reviewed at identified benchmarks in the assessment system. Candidates must present minimum passing PRAXIS II scores prior to approval for student teaching and program completion.

### **Examples of How Assessment Results Have Been Used to Make Program Improvements:**

A routine program improvement procedure for the unit is the review of the PRAXIS II results for each program. National, state, and university pass rates are reviewed. Based upon the results, faculty makes recommendations for changes in courses and / or programs. Recent course changes recommended as a result of PRAXIS II scores lower than state average was in the Secondary Education English program. Candidates were required to response to the assessment of student writing samples to a greater degree than was introduced in the coursework prior to the candidates taking the PRAXIS exam. The advisor and instructor for the secondary methods course revised the course criteria to include greater involvement in the review of student writing samples. A similar change in the expectations of candidates enrolled in the secondary mathematics methods course was also implemented. The math pedagogy specialty test revealed that candidates were below state average in their ability to assess student errors. The course was revised and now includes more opportunities for candidates to review and evaluate student errors in calculations.

Follow up studies data also provides information for program changes and interest in continuing education. The Reading Specialist program was revised to meet new licensure standards. The INSL program is currently involved in revision as a result of involvement in a SREB grant used to provide support for revision and curriculum development. The department is currently revising the Masters and Education Specialist in Curriculum program of study to better meet the needs of candidates interested in continuing education. A number of faculty in all programs have received training for WEB CT and have revised courses for web-based delivery.

**Learning Outcome Goal 2.** Candidates demonstrate pedagogical knowledge by meeting expectations outlined on an internally developed scoring rubric administered in courses identified as field and / or clinical experiences.

**Assessment(s):** The Office of Teacher Education facilitated the development of scoring rubrics used in all field and clinical experiences. Each scoring rubric provides a 3-point range (1 - below expectations, 2 - meets expectations, and 3 - above expectations) for supervisors and / or mentoring teachers. Candidates' performances are measured in the domains of planning, teaching strategies, assessment, learning environment, communication, and professional development. Three levels of field and clinical experiences are identified. Level I is an introductory field experience that is primarily observational. The level II field experience provides the candidate limited teacher/student interaction. Level III is more comprehensive and addresses competencies appropriate for student teaching and graduate internships.

### **Examples of How Assessment Results Have Been Used to Make Program Improvements:**

Candidates are screened at various benchmarks and admission to field experiences is monitored each semester. Candidates and advisors are notified by the Office of Teacher Education when requirements are not met.

**Learning Outcome Goal 3.** Candidates will demonstrate dispositions to successfully teach or work as professional educators by meeting expectations on internally developed assessments.

**Assessment(s):** Candidate disposition assessments are collected at the admission to the teacher education program level and again prior to approval for the clinical experiences (student teaching or graduate internship). Disposition screening assessments are collected with scores based on a 3-point rubric (1 - below expectations, 2 - meets expectations, and 3 - exceeds expectations). Candidates who score below expectations in 50 % of the assessed six domains are flagged. Candidates who score below expectations on 50% of the indicators in any one domain are also flagged. Each semester, candidates assessment data is analyzed and a report is completed by the Office of Teacher Education with data regarding the number of candidates approved, conditionally approved, and not approved for each level. Candidates who are not fully approved are scheduled for an interview. An additional report summarizes the number of candidates participating in the interview process and the outcomes of each interview session.

**Examples of How Assessment Results Have Been Used to Make Program Improvements:**

As a result of the NCATE accreditation process, the unit was required to assess candidate' disposition for teaching or working as a professional educator. The unit identified specific dispositions and created an assessment procedure for the assessment. Formal disposition screening is completed at admission to the Teacher Education Program, admission to student teaching and approval for graduate field experiences. The Office of Teacher Education requires each candidate to submit four disposition assessments. Candidates are cleared or flagged at these benchmarks. If flagged based upon the assessment forms, an individual interview is scheduled. A panel of university and professional community members serve on the committee that convenes each semester and is co-chaired by the Assistant Dean for the College of Education and the Assistant Director of the Teacher Education Program. The panel makes a recommendation to the Office of Teacher Education regarding the candidates' status. Candidates may be approved, not approved, or conditionally approved with specific pre requisites required before approval may be considered.

Additional disposition screening is conducted between the two benchmarks. Instructors and advisors may request a referral for any candidate not demonstrating appropriate dispositions based upon those identified for the unit. A referral form is completed and submitted to the Office of Teacher Education. The interview panel is convened and an interview is scheduled. Based upon the decision of the panel, the candidate may continue in the program, continue with conditions specified by the panel, or be subject to an administrative change of major for the candidate.