Institutional Effectiveness 2022-2023

Program: Elementary Education BS

College and Department: College of Education, Department of 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.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

ELEMENTARY EDUCATION BS OUTCOME 1

Define Outcome:

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.

Assessment Methods:

State licensure exams (Praxis). 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-specific teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.

Criteria for Success (Thresholds for Assessment Methods):

Praxis: With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023). 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.

Results and Analysis:

With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023).

Student Learning Outcome 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. PRAXIS content exams: All candidates must pass their respective Praxis 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 (5001)

	TTU		State		
Year	N	Pass Rate	N	Pass Rate	
2019-2020	140	80	1150	64.09	
2020-2021	164	87.8	1605	73.21	
2021-2022	171	80.12	1526	69.53	
2022-2023	150	81.33	1539	67.06	

Use of Results to Improve Outcomes:

ELED candidates score substantially higher on the Praxis when compared to the national scores. ELED students score comparatively higher than both state and national results on the edTPA for Elementary Literacy and Elementary Math. Student scores have been strong over the past three years. Faculty across the specialty areas in ELED (Math, Science, Literacy, Social Studies) have participated in several key initiatives that will assist in the continuance of successful Praxis and edTPA scores. Partnerships with Deans for Impact to build and develop HQIM (High Quality Instructional Models) along with participation in the Lead for Literacy network are examples of the numerous ways faculty support assurance of quality and success of candidates.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

ELEMENTARY EDUCATION BS OUTCOME 2

Define Outcome:

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.

Assessment Methods:

Performance-based subject-specific assessment. The edTPA is a performance-based assessment that assesses teaching behaviors that focus on student learning. edTPA is a proprietary, nation-wide assessment, developed by SCALE/Stanford and administered by Pearson. It is available in 27 individual content areas as a multiple-measures system that includes two primary components: 1) teaching-related performance tasks embedded in clinical practice that focus on planning, instruction, assessment, academic language, and analysis of teaching; 2) a three to five day documented learning segment. edTPA was nationally validated in 2013 to establish validity and reliability. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

Criteria for Success (Thresholds for Assessment Methods):

edTPA: 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.

Results and Analysis:

Student Learning Outcome 2: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performancebased 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. However, TTU mean portfolios scores have slightly decreased across the four-year period. Additionally, TTU's total mean score has dipped slightly, 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 edTPA

Year	TTU	State	National
2019-2020	47	45.8	43.7
2020-2021	45.5	45.2	43.1
2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8

Table 2. edTPA data for Elementary Literacy

TTU State				•		National		
Year	N	Mean	Year	Ν	Mean	Year	N	Mean
2019-2020	59	48.8	2019-2020	559	46.9	2019-2020	4045	44.2
2020-2021	52	47.1	2020-2021	326	46	2020-2021	2494	43.1
2021-2022	60	48	2021-2022	496	45.7	2021-2022	2751	42.5
2022-2023	47	46.5	2022-2023	409	45.7	2022-2023	2779	42.6

Table 2. edTPA data for Elementary Math

TTU	State			National				
Year	N	Mean	Year	N	Mean	Year	N	Mean
2019-2020	64	49.8	2019-2020	361	47.4	2019-2020	3869	44.9
2020-2021	80	46.6	2020-2021	278	45.3	2020-2021	2286	43.6
2021-2022	57	48.8	2021-2022	400	44.7	2021-2022	2137	42.4
2022-2023	69	47.7	2022-2023	375	45.5	2022-2023	2259	42

For the 2022-23 academic year, the total mean score for TTU (46.6) was higher than State and National total mean scores. Regarding total mean scores for Elementary Literacy portfolios, TTU (47) was comparatively higher than both the State and National levels. Regarding total mean scores for Elementary Math portfolios, TTU (47.7) was comparatively higher than both the State and National levels.

Use of Results to Improve Outcomes:

ELED candidates score substantially higher on the Praxis when compared to the national scores. ELED students score comparatively higher than both state and national results on the edTPA for Elementary Literacy and Elementary Math. Student scores have been strong over the past three years. Faculty across the specialty areas in ELED (Math, Science, Literacy, Social Studies) have participated in several key initiatives that will assist in the continuance of successful Praxis and

edTPA scores. Partnerships with Deans for Impact to build and develop HQIM (High Quality Instructional Models) along with participation in the Lead for Literacy network are examples of the numerous ways faculty support assurance of quality and success of candidates.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

ELEMENTARY EDUCATION BS OUTCOME 3

Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

Assessment Methods:

Tennessee Educator Acceleration Model (TEAM). In 2011 the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric—a comprehensive student outcomes-based statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State. This program uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance and application of content knowledge and pedagogical skills during clinical practice. The TEAM rubric evaluates educators across three primary domains: instruction, planning, environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The program chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee.

Criteria for Success (Thresholds for Assessment Methods):

TEAM: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

Results and Analysis:

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 TEAM rubric. TEAM: In 2011, the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric – a comprehensive, student outcomesbased, statewide educator evaluation system. The majority of Tennessee educators across all

content areas are observed multiple times throughout the year using this observation instrument developed by the State (TEAM Rubric). The EPP uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance during clinical experiences. The TEAM rubric evaluates educators across 3 primary domains: instruction, planning, and environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The TEAM rubric aligns with InTASC standards 1-8, demonstrating candidate mastery of Learner and Learning, Content, and Instructional Practice standards. First, the TEAM domain of Instruction (broken into 12 specific components) closely aligns to InTASC standards 1-5. Second, the TEAM domain of Planning (3 components) aligns to InTASC standards 6-8. Lastly, the TEAM domain of Environment (4 components) aligns to InTASC standards 2-3. TEAM rubric scores at and above expectations demonstrate candidate mastery of InTASC standards 1-8. See Table 1 for TEAM data.

Table 1. TEAM data for ELED - Res I & II

TTU				•
Year	N	Instruction	Planning	Environment
2019-2020	200	3.92	3.89	4.24
2020-2021	223	3.98	3.97	4.21
2021-2022	200	3.97	3.91	4.19
2022-2023	182	3.82	3.81	4.03

The EPP chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee. Residency candidates are formally evaluated 3 times by a university supervisor and 2 times by a mentor teacher using the TEAM rubric, for a total of 5 TEAM evaluations across the residency year. The 3-year trend of university 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).

Use of Results to Improve Outcomes:

ELED candidates score substantially higher on the Praxis when compared to the national scores. ELED students score comparatively higher than both state and national results on the edTPA for Elementary Literacy and Elementary Math. Student scores have been strong over the past three years. Faculty across the specialty areas in ELED (Math, Science, Literacy, Social Studies) have participated in several key initiatives that will assist in the continuance of successful Praxis and edTPA scores. Partnerships with Deans for Impact to build and develop HQIM (High Quality

Instructional Models) along with participation in the Lead for Literacy network are examples of the numerous ways faculty support assurance of quality and success of candidates.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

Summative Evaluation:

ELED candidates score substantially higher on the Praxis when compared to the national scores. ELED students score comparatively higher than both state and national results on the edTPA for Elementary Literacy and Elementary Math. Student scores have been strong over the past three years. Faculty across the specialty areas in ELED (Math, Science, Literacy, Social Studies) have participated in several key initiatives that will assist in the continuance of successful Praxis and edTPA scores. Partnerships with Deans for Impact to build and develop HQIM (High Quality Instructional Models) along with participation in the Lead for Literacy network are examples of the numerous ways faculty support assurance of quality and success of candidates.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

Assessment Plan Changes:

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

Appendix 1: Curriculum Map, Elementary Education BS (Traditional)

Program: Elementary Education K-5	Learner	Learning Differences;	Learning		Teacher Assessm Application of		Planning/	Instructional	Professional	Leadership &
Program: Elementary Education No.	Development	Standard 7: Practicum/Clinical	Environment	Content Knowledge	Content	Assessment	Instruction	Strategies	Learning & Ethical Practice	Collaboration
	Standard 1:	2	3	4 Standard 2:	5 Standard 2:	6 Standard 3:	7 Standard 2:	8 Standard 2:	9	10 Standard 5:
International Literacy	Foundational	Standard 2:	Standard 5: Learners & the	Curriculum &	Curriculum &	Assessment &	Curriculum &	Curriculum &	Standard 4:	Learners & the
Association	Knowledge; Standard 7:	Curriculum & Instruction	Literacy Environment	Instruction; Standard 3:	Instruction; Standard 7:	Evaluation; Standard 7:	Instruction; Standard 7:	Instruction; Standard 7:	Diversity & Equity	Literacy Environment;
	Practicum/Clinical		Literoriment	Assessment &	Practicum/Clinical	Practicum/Clinical Std. 2 Content	Practicum/Clinical	Practicum/Clinical		Standard 6:
National Science Teacher Association http://www.nsta.org/preservice/d	Std. 2 Content	Std. 2 Content Pedagogy,	Std. 3 Learning	Std 1 Content	Std. 2 Content	Pedagogy, Std. 3 Learning	Std. 2 Content	Std. 2 Content	Std. 4 Safety Std. 6 Professional	Std. 6 Professional
ocs/2012NSTAPreserviceScienc eStandards.pdf		Std. 3 Learning Environment	Environments	Knowledge	Pedagogy	Environment Std. 5 Impact on Student Learning	Pedagogy	Pedagogy	Knowledge & Skills	Knowledge & Skills
	Vorthwhile	Standard I. Worthwhile		Standard I. Worthwhile	Standard I. Worthwhile	Worthwhile	Standard I. Worthwhile	Standard I. Worthwhile		
	Mathematical	Mathematical		Mathematical	Mathematical	Mathematical	Mathematical	Mathematical		
	Tasks; Standard 2: Teacher's Role in	Tasks; Standard 2: Teacher's Role in	Standard 4: Tools	Tasks; Standard 2: Teacher's Role in	Tasks; Standard 2: Teacher's Role in	Tasks; Standard 2: Teacher's Role in	Tasks; Standard 2: Teacher's Role in	Tasks; Standard 2: Teacher's Role in		
National Council Teachers Mathematics (Professional	Discourse;	Discourse;	for Enhancing Discourse:	Discourse;	Discourse;	Discourse;	Discourse;	Discourse;	Standard 6: Analysis of	
Standards for Teaching	Standard 3: Students' Role in	Standard 3: Students' Role in	Standard 5:	Standard 3: Students' Role in	Standard 3: Students' Role in	Standard 3: Students' Role in	Standard 3: Students' Role in	Standard 3: Students' Role in	Teaching and	
Mathematics, 1991)	Discourse;	Discourse;	Learning Environment	Discourse;	Discourse;	Discourse;	Discourse;	Discourse;	Learning	
	Standard 4: Tools for Enhancing	Standard 4: Tools for Enhancing	Limbinicia	Standard 4: Tools for Enhancing	Standard 4: Tools for Enhancing	Standard 4: Tools for Enhancing	Standard 4: Tools for Enhancing	Standard 4: Tools for Enhancing		
	Discourse;	Discourse;		Discourse;	Discourse;	Discourse;	Discourse;	Discourse;		
National Council of Social Studie	s 4	4	4	1	2	3	2	3	5	5
	Standard 1:	Standard 4: Using Developmentally	Standard 4: Using Developmentally	Standard 3: Observing,	Standard 4: Using Developmentally	Standard 3: Observing,	Standard 4: Using Developmentally	Standard 4: Using Developmentally		Standard 1:
National Association of	Promoting Child	Effective	Effective	Documenting, &	Effective	Documenting, &	Effective	Effective		Promoting Child
Education of Young Children	Development & Learning	Approaches, Standard 6: Using	Approaches, Standard 6: Using	Assessing to Support Young	Approaches, Standard 6: Using	Assessing to Support Young	Approaches, Standard 6: Using	Approaches, Standard 6: Using		Development & Learning
	Standard 5:	Content Knowledge Standard 5:			Content Knowledge Standard 3:		Content Knowledge			
Council for Exceptional Children	Instructional	Instructional	Instructional		Curricular Content	Curricular Content				
	Planning and Practices	Planning and Practices	Planning and Practices		Knowledge, Standard 4:	Knowledge, Standard 4:				
Course & Assignment:				Education			Text Readings,			Website
				Buzzwords Activity, Text Readings,			Group Activities, Interactive	Text Readings, Group Activities,		Construction, Multimedia
FOED 2011 Intro to Teaching &	Text Readings,	Text Readings,	Text Readings,	Group Activities,	Text Readings,	Pre-Test / Post- Test, Text	Whiteboard	Interactive	Text Readings, Group Activities,	Presentation, Text
Technology	Group Activities	Group Activities	Group Activities	Annotated Bibliography,	Group Activities	Readings, Group	Activities, Multimedia	Whiteboard Activities, iCube	Disposition, Case	Readings, Group Activities.
				Disposition,		Activities	Presentation,	Tour, Multimedia	Studies	Annotated
				Interactive Whiteboard			Curriculum Standards / Lesson	Presentation		Bibliography, Interactive
			Virtual Field Experiences,	Problem-Based Learning, Virtual	Problem-Based		Problem-Based	Becoming a Professional, Intro	Problem-Based	II KEI GEKITE
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation			Problem-Based	Field Experiences,	Learning, Virtual	Virtual Field Experience	Learning, Virtual Field Experiences,	to TEAM Teacher	Learning, Service	
			Learning, Group Activities	LRC Tour, Copyrigh / Fair Use Activity	Field Experiences		Group Activities	Evals, Copyright / Fair Use Activity	Learning	
	Three Exams, extended	Three Exams, extended	Three Exams, extended							
EDPY 2200 Educational Psychology OR	study, periodical review, outsider review, reaction	study, periodical review, outsider review, reaction	study, periodical review, outsider review, reaction							
READ 3311 Literacy I	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course	TN Early Reading Training Course
FOED 3810 Field Exp in Edu	TEAM	TEAM	TEAM	TEAM	TEAM	TEAM	TEAM	TEAM	TEAM	TEAM
ECCD 4400 D America December 4	In-Text & In-Class Participation, Field	In-Text & In-Class Participation, Field	In-Text & In-Class Participation, Field	In-Text & In-Class	In-Text & In-Class Participation, Integrated Unit. Embedded	In-Text & In-Class Participation, Integrated	In-Text & In-Class Participation, Integrated Unit. Embedded	In-Text & In-Class Participation, Integrated Unit. Embedded	In-Text & In-Class	In-Text & In-Class Participation, Embedded
ECSP 4100 Dev Approp Pract/K-4	Experience Observations & Reflections	Experience Observations & Reflections	Experience Observations & Reflections	Participation, Integrated Unit	Insruction Matrix, Explicit Lesson Annotation	Unit, Embedded Instruction Data Form	Insruction Matrix, Explicit Lesson Annotation	Insruction Matrix, Explicit Lesson Annotation	Participation	Instruction Matix & Data Form
ESLP 4100 ESL M,M for Pre K-12		Cultural Exploration	Cultural Exploration	Cultural Exploration	Cultural Exploration		Cultural Exploration	ECOSON FINITOGRAPH	Cultural Exploration	Cultural Exploration
		Project	Project	Project	Project Working with	Battelle for Kids;	Project		Project	Project
CUED 4700 Edu Data and Assessment	Battelle for Kids; edTPA Task 3			TVAAS review	constructed and selected response	TEAM Rubric formative and	Battelle for Kids; edTPA Task 3	edTPA Task 3	hypothetical test practice situations	
ELEDOMOT		1 8		L	test activities	summative		1		
ELED 3140 Teaching of Social Studies ELED 3152 Teaching of Mathematics	Lesson Plan, Lesson Plan	Lesson Plan Lesson Plan	Lesson Plan, Lesson Plan	Lesson Plan Lesson Plan	Lesson Plan Lesson Plan	Lesson Plan Lesson Plan	Lesson Plan Lesson Plan	Lesson Plan Lesson Plan	Lesson Plan Lesson Plan	
ELED 4142 Teaching of Science	Science Concepts	Engaging in	Engaging in	Engaging in Science Concepts	Engaging in	Engaging in	Engaging in	Engaging in	Engaging in	Engaging in Science
LLLD -/ ITZ Teaching of Ocietice	Project	Science Concepts Project	Science Concepts Project	Project	Science Concepts Project	Science Concepts Project	Science Concepts Project	Science Concepts Project	Science Concepts Project	Concepts Project
FOED 3800 Field Exp in Edu	Context for Learning, Lesson	Context for Learning, Lesson	Context for Learning, Lesson	Context for Learning, Lesson	Context for Learning, Lesson	Context for Learning, Lesson	Context for Learning, Lesson	Context for Learning, Lesson	Lesson Plan	TEAM
	Plan	Plan	Plan	Plan	Plan edTPA Video,	Plan	Plan	Plan	TEAM	
	edTPA Video, edTPA Lesson	edTPA Video, edTPA Lesson	edTPA Video, edTPA Lesson	edTPA Video, edTPA Lesson	edTPA Video, edTPA Lesson	edTPA Video, edTPA Lesson	edTPA Video, edTPA Lesson	edTPA Video, edTPA Lesson		
FOED 3010 Integr Inst Tech into Clsrm	Plan, Develop	Plan, Develop	Plan, Develop	Plan, Develop	Plan, Develop	Plan, Develop	Plan, Develop	Plan, Develop		
OLD 30 to like grant rechance distri	Interactive Whiteboard	Interactive Whiteboard	Interactive Whiteboard	Interactive Whiteboard	Interactive Whiteboard	Interactive Whiteboard	Interactive Whiteboard	Interactive Whiteboard		
	Content, Understand and	Content, Understand and	Content Understand and	Content, Understand and	Content, Understand and	Content, Understand and	Content, Understand and	Content, Understand and		
SPED 3001 Inclu Teach Pract for Div	an real section of the	Teaching with	Teaching with	Teaching with	Teaching with Accommodations	S. I.S. I.S. SI ISING	Teaching with	Teaching with		
Learners		Accommodations Project	Accommodations Project	Accommodations Project	Accommodations Project		Accommodations Project	Accommodations Project		
DUED 4800 Student Engagement		Engagement Observation and	Engagement Observation and	Engagement Observation and						
	Assignments:	Analysis Project Assignments:	Analysis Project Assignments:	Analysis Project Assignments:	Assignments:		Assignments:	Assignments:	Assignments:	Assignments:
	Lesson Plan,	Lesson Plan,	Lesson Plan,	Lesson Plan,	Lesson Plan,	Assignments:	Lesson Plan,	Lesson Plan,	Lesson Plan,	Lesson Plan,
EL ED 4074 D :	Instruction, Self- Assessment	Instruction, Self- Assessment	Instruction, Self- Assessment	Instruction, Self- Assessment	Instruction, Self- Assessment	Lesson Plan, Instruction TEAM	Instruction, Self- Assessment	Instruction, Self- Assessment	Instruction, Self- Assessment	Instruction, Self- Assessment
ELED 4871Residency l			TEAM	TEAM	TEAM		TEAM	TEAM	TEAM	TEAM
	TEAM	TEAM Assessment Project	ILMII		Accesement Drain - 1					
ELED 4871 Residency I	TEAM Assignments:	Assessment Project Assignments:	Assignments:	Assignments:	Assessment Project Assignments:		Assignments:	Assignments:	Assignments:	Assignments:
ELED 4872 Professional Seminar I	TEAM Assignments: Lesson Plan,	Assessment Project Assignments: Lesson Plan,	Assignments: Lesson Plan,	Lesson Plan,	Assignments: Lesson Plan,	Assignments: Lesson Plan,	Assignments: Lesson Plan, Instruction, Self-	Assignments: Lesson Plan, Instruction, Self-	Assignments: Lesson Plan, Instruction, Self-	Assignments: Lesson Plan, Instruction, Self-
	TEAM Assignments:	Assessment Project Assignments:	Assignments:		Assignments:		Lesson Plan,	Lesson Plan,	Lesson Plan,	Lesson Plan,

Appendix 1: Curriculum Map, Elementary Education BS, cont. (TPB – MA + Licensure)

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Program: Elementary Education K-5 (M.A.)	Learner Development	Learning Differences; Standard 7: Practicum/Clinical Experiences	Learning Environment	Content Knowledge	Application of Content	Assessment	Planning/ Instruction	Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration
	1	2	3	4	5	6	7	8	9	10
International Literacy Association	Standard 1: Foundational Knowledge; Standard 7: Practicum/Clinical	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	Standard 3: Assessment & Evaluation; Standard 7: Practicum/Clinical Experiences Std. 2 Content Pedagogy,	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
National Science Teacher Association http://www.nsta.org/preservice/docs/2012NSTAPrese rviceScienceStandards.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	Std. 2 Content Pedagogy, Std. 3 Learning Environment Std. 5 Impact on Student Learning	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy	Std. 4 Safety Std. 6 Professional Knowledge & Skills	Std. 6 Professional Knowledge & Skills
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	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	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	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	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	Standard 6: Analysis of Teaching and Learning	
National Council of Social Studies	4	4	4	1	2	3	2	3	5	5
National Association of Education of Young Children	Standard 1: Promoting Child Development & Learning	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to		Standard 1: Promoting Child Development & Learning
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	Standard 3: Curricular Content Knowledge, Standard 4: Assessment				
Course & Assignment:										
CUED 6150 Middle School Curriculum	research on young adolescent development (focus on middle level) and middle level olassroom practices; Task 3 - Indepth analysis with a focus on the intersection of the developing adolescent and application of content of	research on young adolescent development (focus on middle level) and middle level olassroom practices; Task 3 - Indepth analysis with a focus on the intersection of the developing adolescent and application of content.	research on young adolescent development (focus on middle level) and middle level) assroom practices; Task 3 - Indepth analysis with a focus on the intersection of the developing application of content and application of content	Task 2 - Analysis of This We Believe and Promoting Harmony; Task 3 - In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 3 - In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.					
ELED 6400 Advanced Studies in Elementary Science Education	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack	Lesson Plan, Engaging in Science Concepts Project	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night	Lesson Plan, Engaging in Science Concepts Project	Family STEM Night
ELED 6500 Diagnostic & Remediation	Math Demonstration	Math Demonstration	Math Demonstration	Math Demonstration	Math Demonstration		Math Demonstration	Math Demonstration		
Techniques in Elem, Math ELED 6600 Organizing Themes for Social	Lesson	Lesson	Lesson	Lesson	Lesson		Lesson	Lesson	1 01	
READ 6340 Elementary & Middle School	Lesson Plan Professional	Lesson Plan Professional	Lesson Plan Professional	Lesson Plan Professional Standards	Lesson Plan Professional	Professional				
Reading Program	Standards Reflection	Standards Reflection	Standards Reflection	Reflection	Reflection	Reflection	Reflection	Reflection	Standards Reflection	Standards Reflection
ELED 7400 Elementary Language Arts Program ESLP 5100 ESL Methodology and Materials for PreK-12	Technology Based Study Guides	Cultural Exploration Project	Cultural Exploration Project	Cultural Exploration Project/Study Guides	Multicultural Event	Article Revies	Cultural Exploration Project/Instructional Strategies Test	Instuructional Strategies Test	Cultural Exploration Project/ Teaching Philosophy	Mulicultural Event
LSCI 6550 Contemporary Children's Literature READ 6600 Literature Across the Curriculum		Articles - Module 1 Final Project		Exemplar Texts Final Project					+	
FOED 6320 Educational Applications of Technology	Learning Styles/Self Assessment, Learning Styles/Self Assessment Disoussion	Learning Styles/Self		Bloom's Weblesson, Final WebQuest, WebQuest Evaluations	Bloom's Weblesson, Bloom's Weblesson Reviews, WebQuest Evaluations, Final WebQuest		Sir Ken Robinson Discussion, TED Talk Discussion, Instructional Movie Production	INTERNET Apps Research Discussion, Digital Photography Pedagogy Discussion, iPad Apps Research		Final WebQuest
SPED 6010 Surv-Disab Char Proc Meth/SPED	LISCUSSION I	Biases Paper, HQIM Modules		Philosophy of SPED	Philosophy of SPED, Field Experience		Biases Paper, Philosophy of SPED, HQIM Modules	Theorist Research, HRIM Modules	Field Experience, Teacher Interview	Field Experience, Teache Interview
ECSP 6100 Foundations of Early Childhood Education		Paper, Journals, Practicum, & Philosophy					Practicum, Journals, & Philosophy	Philosophy, Journals, Paper, Discussions	Philosophy, Journals, Paper, Discussions, & QQQ Research & Written Research	Philosophy, Journals, Paper, Discussions, 8 GGG Research & Written Research
CUED 6300 Educational Research OR	Research & Written Research Proposal Research & Written Research	Research & Written Research	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal Research & Written Research	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal Research & Written Research	Research & Written Research Proposal Research & Written Research	
CUED 6310 Qualitative Research in Education	Proposal	Proposal	Proposal Research & Written Research Proposal	Proposal	Proposal	Research & Written Research Proposal	Proposal Research & Written Research Proposal	Proposal	Proposal	Research & Written Research Proposal
CUED 6305 or CUED 6315 Problems in	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper		Problem Paper	Problem Paper	Problem Paper
CUED 6800 Field Experience	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Context for Learning, Lesson Plan TEAM	Lesson Plan TEAM	TEAM
CUED 6880 Student Teaching	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM	Assignments: Lesson Plan, Instruction TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM	Assignments: Lesson Plan, Instruction, Self- Assessment TFAM	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM

Appendix 1: Curriculum Map, Elementary Education BS, cont. (Alternative – Job Embedded)

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)											
Learning Differences; Standard 7: Practicum/Clinical Experiences	Learning Environment	onment Content Knowledge Application of C		int Knowledge Application of Content Assessment Planning/ Instruction In		Instructional Strategies	Professional Learning & Ethical Practice	Leadership & Collaboration			
2	3	4	5	6	7	8	9	10			
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	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			
Std. 2 Content Pedagogy, Std. 3 Learning Environment	Std. 3 Learning Environments	Std 1 Content Knowledge	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy, Std. 3 Learning Environment Std. 5 Impact on Student Learning	Std. 2 Content Pedagogy	Std. 2 Content Pedagogy	Std. 4 Safety Std. 6 Professional Knowledge & Skills	Std. 6 Professional Knowledge & Skills			
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			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		Standard 6: Analysis of Teaching and Learning				
4	4	1	2	3	2	3	5	5			
Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to	Standard 4: Using Developmentally Effective Approaches, Standard 6: Using Content Knowledge to		Standard 1: Promoting Child Development & Learning			
1	2	3&5	3&5	4	5	5	6	7			

Course & Assignment:	_	<u>-</u>		_		_			· ·	
CUED 6150 Middle School Curriculum	Task 1 – Review or research on your addlescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing addlescent and application of content in the middle level classroom.	Task 1 – Review of pasarch on young adolescent development (focus on middle level) and middle level classroom practices; Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	(focus on middle level) and middle level classroom practices;	Task 2 – Analysis of This We Believe and Promoting Harmony; Task 3 – In- depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.	Task 3 – In-depth analysis with a focus on the intersection of the developing adolescent and application of content in the middle level classroom.					
ELED 6400 Advanced Studies in Elementary Science Education	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night NSTA SciPack	Lesson Plan, Engaging in Science Concepts Project	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night	Lesson Plan, Engaging in Science Concepts Project, Family STEM Night	Lesson Plan, Engaging in Science Concepts Project	Family STEM Night
ELED 6500 Diagnostic & Remediation Techniques in	Math Demonstration	Math Demonstration	Math Demonstration	Math Demonstration	Math Demonstration		Math Demonstration	Math Demonstration		
Elem. Math	Lesson	Lesson	Lesson	Lesson	Lesson		Lesson	Lesson		
ELED 6600 Organizing Themes for Social Studies	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	
READ 6340 Elementary & Middle School Reading	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection	Professional Standards Reflection
Program ESLP 5100 ESL Methodology and Materials for PreK-	Kenection	Cultural Exploration	Kellection	Cultural Exploration	Cultural Exploration	Kellection	Cultural Exploration	Kellection	Cultural Exploration	Kenection
12		Project Project		Project Project	Project Project		Project Project		Project Project	
FOED 6320 Educational Applications of Technology	Learning Styles/Self Assessment, Learning Styles/Self Assessment Discussion	Learning Styles/Self Assessment, Learning Styles/Self Assessment Discussion		Bloom's Weblesson, Final WebQuest, WebQuest Evaluations	Bloom's Weblesson, Bloom's Weblesson Reviews, WebQuest Evaluations, Final WebQuest		Sir Ken Robinson Discussion, TED Talk Discussion, Instructional Movie Production	INTERNET Apps Research Discussion, Digital Photography Pedagogy Discussion, iPad Apps Research Discussion	Hoject	Final WebQuest
SPED 6010 Surv-Disab Char Proc Meth/SPED		Biases Paper, HQIM Modules		Philosophy of SPED	Philosophy of SPED, Field Experience		Blases Paper, Philosophy of SPED, HQIM Modules	Theorist Research, HQIM Modules	Field Experience, Teacher Interview	Field Experience, Teacher Interview
ECSP 6100 Foundations of Early Childhood Education		Paper, Journals, Practicum, & Philosophy					Practicum, Journals, & Philosophy	Philosophy, Journals, Paper, Discussions	Philosophy, Journals, Paper, Discussions, & QQQ	Philosophy, Journals, Paper, Discussions, & QQQ
CUED 6300 Educational Research OR	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written
	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal
CUED 6310 Qualitative Research in Education	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written	Research & Written
	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal	Research Proposal
CUED 6305 or CUED 6315 Problems in Curriculum	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper		Problem Paper	Problem Paper	Problem Paper
CUED 6920 Graduate Seminar/ Field Experience	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment	TEAM Research Inquiry assignment
	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.	Assignments: Lesson Plan, Instruction.
CUED 6920 Seminar for edTPA Job-Embedded	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment
	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics