Institutional Effectiveness 2022-2023

Program: Special 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 Appendices.

SPECIAL 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. 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: Nearly all data reported to the university by testing organizations is reported one calendar year behind IE reporting cycles. 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, Table 2, Table 3, and Table 4 below for Special Education PRAXIS data. Table 1. SPED Core Knowledge Mild/Moderate PRAXIS (5543)

	TTU			State			
Year	Ν	Pass Rate	Mean	Ν	Pass Rate	Mean	
2019-2020	19	89.47	164.89	371	79.78	167.29	
2020-2021	32	100	172.59	520	87.88	169.55	
2021-2022	37	86.49	170.14	759	89.46	170.6	
2022-2023	16	93.75	170.19	902	90.13	171.12	

Table 2. SPED Core Knowledge Severe/Profound PRAXIS (5545)

	TTU			State			
Year	Ν	Pass Rate	Mean	Ν	Pass Rate	Mean	
2019-2020	20	95	174	160	96.25	175.94	
2020-2021	12	100	172.67	219	95.43	176.36	
2021-2022	21	95.24	172.9	318	95.28	175.13	
2022-2023	11	100	171	314	97.45	176.93	

Table 3. SPED Core Knowledge & Applications PRAXIS (5345)

	TTU			State			
Year	Ν	Pass Rate	Mean	Ν	Pass Rate	Mean	
2019-2020	17	100	169.29	88	98.86	173.44	
2020-2021	16	93.75	164.81	104	96.15	171.92	
2021-2022	18	100	170.33	86	97.67	171.62	
2022-2023	2	*	*	62	91.94	173.74	

Table 4. Preschool ECE PreK-3 PRAXIS (5691)

	TTU	TTU			State			
Year	Ν	Pass Rate	Mean	Ν	Pass Rate	Mean		

2019-2020	26	88.46	167.65	91	93.41	171.37
2020-2021	20	100	167.5	87	96.55	171.38
2021-2022	24	95.83	168.13	95	91.58	170.21
2022-2023	27	77.78	165.63	111	90.99	170.05

For the 2022-23 academic year, a total of 16 TTU candidates completed PRAXIS for SPED Core Knowledge Mild/Moderate. The total mean score was 170.19, with a pass rate of 93.75 percent. Compared to the State of TN, the mean score was slightly lower, but the overall pass rate was higher. A total of 11 TTU candidates completed PRAXIS for SPED Core Knowledge Severe/Prof, which is down from the previous year. The total mean score was 171, with a pass rate of 100 percent. At the State level, total mean score was 177, comparatively higher than TTU's mean score, with a pass rate of 95.43 percent. The PRAXIS for SPED Core Knowledge & Application is being replaced by a different exam, therefore there is little data to report. Lastly, a total of 27 TTU candidates completed PRAXIS for Preschool ECE PreK-3. The total mean score was 165.6, with a lower pass rate percent of 78. At the State level, a total of 111 candidates completed PRAXIS for the same content area. The total mean score was 170.05, comparatively higher than TTU's mean TTU's mean score, with a pass rate of 90.99 percent.

Use of Results to Improve Outcomes:

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.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

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.

Special 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):

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 went 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.

Year	TTU	State	National
2019-2020	47	45.8	43.7
2020-2021	45.5	45.2	43.1

Table 1. Total mean scores for TTU, State, and National Levels edTPA

2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8

Table 2. edTPA data for Special Education

TTU	J		Sta	National				
Year	Ν	Mean	Year	Ν	Mean	Year	Ν	Mean
2019-2020	15	47.4	2019-2020	275	45.4	2019- 2020	6174	44.2
2020-2021	14	47.4	2020-2021	205	45.3	2020- 2021	3397	43.7
2021-2022	15	44.5	2021-2022	331	44	2021- 2022	3727	42.6
2022-2023	32	46.3	2022-2023	328	43.9	2022- 2023	3301	42.6

For the 2022-23 academic year, the total mean score for TTU (46.6) was considerably higher than State and National total mean scores. TTU had 32 candidates scored in Special Education. Regarding total mean scores for Special Education portfolios, TTU (46.3) was comparatively higher than both the State and National levels.

Use of Results to Improve Outcomes:

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.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

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.

SPECIAL 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):

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

(4components) aligns to InTASC standards 2-3. TEAM rubric scores at and above expectations demonstrate candidate mastery of InTASC standards 1-8. See Table 1 below for TEAM data.

	TTU								
Year	Ν	Instruction	Planning	Environment					
2019-2020	14	3.87	3.86	4.07					
2020-2021	21	3.95	3.84	4.4					
2021-2022	9	4	4.04	4.44					
2022-2023	27	3.98	3.93	4.33					

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 little change 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. Although the enrollment has varied, the scores on the TEAM rubrics have remained mostly the same.

Use of Results to Improve Outcomes:

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.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

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:

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.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

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.

List of Appendices:

Appendix 1: Crosswalk – Special Education – Comprehensive K-12 (UG – Traditional) Appendix 2: Crosswalk – Special Education – Comprehensive K-12 (TBP – MA + Licensure) Appendix 3: Crosswalk – Special Education – Comprehensive K-12 (Alternative – Job Embedded)

Brogram: Special Education Comparet				CCSSO's Inte	rstate Teacher Assessme	ent and Support Consort	ium (InTASC)			
Program: Special Education Comprehensive K-12/Interventionist K-8	1. Learner Development	2. Learning Differences	3. Learning Environment	4. Content Knowledge	5. Application of Content	6. Assessment	7. Planning/Instruction	8. Instructional Strategies	9. Professional Learning & Ethical Practice	10. Leadership & Collaboration
Council for Exceptional Children Standards	Developmental and L Assessment to Understand Environment for DataB Supporting Learning Using E 6: Supporting Social. Ernoti	ased Decision Making: 5. Hective Instruction: Standard onal, and Behavioral Growth	2. Understanding and Addressing Each Individual's Developmental and Learning Needs; 5. Supporting Learning Using Effective Instruction; Standard 6. Supporting Social, Ernotional, and Behavioral Growth	3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge: 4. Using Assessment to Understand the Learning Environment for DataBased Decision Making	3. Demonstrating Subject Matter Content and Specialized Carricular Knowledge: 4. Using Assessment to Understand the Learning Environment for DataBased Decision Making: 5. Supporting Learning Using Effective Instruction	4. Using Assessment to Understand the Learner and the Learning Environment for DataBased Decision Making: 5. Supporting Learning Using Effective Instruction: Standard & Supporting Social. Emotional, and Behavioral Growth	Developmental and Learni Subject Matter Content Knowledge: 4. Using Asso Learner and the Learning I Decision Making: 5. Suppor Instruction; Standard G: Supp Behavior	dressing Each Individual's ng Needs: 3. Demonstrating and Specialized Curricular issment to Understand the Invironment for DataBased ting Learning Using Effective sorting Social, Emotional, and al Growth	1. Engaging in Protessional Learning and Practice within Ethical Guidelines	7. Collaborating with Tea Members
TN Literature Standards	2. Language and	2. Language and		1. Content Knowledge; 4. Instruction Using High	1. Content Knowledge, 4. Instruction Using High-Quality	5. Foundational	1. Content Knowledge, 3. High Quality Instructional Materials	1. Content Knowledge, 3. High Quality	5. Foundational Literac Evaluation; 6. Profe-	ssional Learning and
Course	Literacy Rich	Literacy Rich	Instruction Using High-	Quality instructional	Aligned Key /	Literacy Skills Assessment(s)	Instructional Materials	Instructional Materials	Leade	ersnip
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation	Text Readings, Group	Text Readings, Group	Virtual Field Experiences, Problem- Based Learning, Group Activities	Problem-Based Learning, Virtual Field Experiences, LRC Tour, Copyright / Fair Use Activity Education Buzzwords	Problem-Based Learning, Virtual Field Experiences Text Readings, Group	Virtual Field Experience	Text Readings, Group	Problem-Based Learning, Virtual Field Experiences, Group Activities	Becoming a Professional, Intro to TEAM Teacher Evals, Copyright / Fair Use Activity Text Readings, Group	Problem-Based Learning, Service Learning Website Construction.
FOED 2011 Intro to Teaching & Technology	Activities	Activities	Activities	Activity, Text Readings, Group Activities, Annotated Bibliography, Disposition, Interactive Whiteboard Activities, Curriculum Standards / Lesson Plan Activity	Activities	Text Readings, Group Activities	Activities, Interactive Whiteboard Activities, Multimedia Presentation, Curriculum Standards / Lesson Plan Activity	Activities, interactive Whiteboard Activities, iCube Tour, Multimedia Presentation	Activities Osposition, Case Studies	Multimedia Presentation, Text Readings, Group Activities, Annotated Bibliography, Interacth Whiteboard Activities Teacher Interview
EDPY 2210 Educational Psychology		Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction							
MUS 1074 - Music for Special Needs										
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)	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)	Curricula/Instructional ResourcesQuality Evaluation; Family Literacy Project Case Study		
SPED 2010 Intro to Special Education/		Philosophy of SPED		Philosophy of SPED	Philosophy of SPED		Philosophy of SPED	Philosophy of SPED		
SPED 3050 Universal Design for SPED	UDL Presentation (TK20) Trauma Informed Practices Exam (iLearn) Learning Theories Exam (iLearn)	UDL Presentation (TK20) Trauma Informed Practices Exam (iLearn) Learning Theories Exam (iLearn) Behavior Intervention	UDL Presentation (TK20) Trauma Informed Practices Exam (ILearn) Learning Theories Exam (ILearn) FBA;UT Trauma	UDL Presentation (TK20) Trauma Informed Practices Exam (iLearn) Learning Theories Exam (iLearn)	UDL Presentation (TK20) Trauma Informed Practices Exam (iLearn) Learning Theories Exam (iLearn)	UDL Presentation (TK20) Trauma Informed Practices Exam (iLearn) Learning Theories Exam (iLearn) Functional Behavior	UDL Presentation (TK20) Trauma Informed Practices Exam (ILearn) Learning Theories Exam (ILearn) Behavior Improvement	UDL Presentation (TK20) Trauma Informed Practices Exam (iLearn) Learning Theories Exam (iLearn) Behavior Improvement		UDL Presentation (TK2
SPED 4030 App Behav Analy for Teachers/		Plan; UT Trauma Informed Modules	Informed Modules			Assessment Plan	Plan/Functional Behavior Assessment Plan	Plan/ Functional Behavior Assessment Plan		Plan/ Functional Behavior Assessment Plan
SPED 4100 Collaboration & Inclusive Practices	Co-Teaching Lesson Plan		Co-Teaching Lesson Plan	Co-Teaching Lesson Plan	Co-Teaching Lesson Plan, Co-Teaching Professional Development Presentation		Co-Teaching Lesson Plan	Co-Teaching Lesson Plan	Co-Teaching Professional Development Presentation	
SPED 4200 Tchng Stu-Autism Spec Disordr/		Family Partnership project		Family Partnership project			Family Partnership project			Family Partnership project
SPED 3020 Charact of Persons Comprehensive Disabilities	Praxis 5545: Severe to Profound	Praxis 5545: Severe to Profound		Praxis 5545: Severe to Profound	Comp Case Study			Comp Case Study		
SPED 3030 Learning Disabilities	Lesson Plan with Accomodations (TK20) Final Exam (iLearn) Praxis 5354: Mild to Moderate	Lesson Plan with Accomodations (TK20) Final Exam (iLearn) Praxis 5354: Mild to Moderate	Lesson Plan with Accomodations (TK20) Final Exam (iLearn) Praxis 5354: Mild to Moderate	Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Final Exam (Questions related to identification and policies) TK20	Advocacy Letter (iLear
SPED 4400 - Individualized Educational		P-12 focus learner IEP development			P-12 focus learner IEP development	P-12 focus learner IEP development				P-12 focus learner IER development
Planning SPED 3031 Phys Mgmt/Support Serv-Impr/	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study		Orthopedic Impairment Case Study	Orthopedic Impairment Case Study		
READ 3315 Literacy-Special Populations	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Science of Reading Literature Review (Creative Inquiry Project iLearn Rubric)	Science of Reading Literature Review Presentation (Creativ Inquiry Project- iLean Rubric)
FOED 3810 Field Experiences in Education	TK20 Candidate Binder: Context for Learning	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Eduation Lessons; Context for Learning)	TK20 Candidate Binder (Context for Learning, Site Evaluation)	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons; Self- Evaluation, Mentor Teacher Evaluations, Field Sueprvisor Fualuations()	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons; Self- Evaluation, Mentor Teacher Evaluations, Field Sueprvisor Evaluations)	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons)	TK20 Candidate Binder: Lesson Plan: Inclusion Supports for Gen Education Lessons	TK20 Candidate Binder: Lesson Plan: Inclusion Supports for Gen Education Lessons	TIC20: Candidate Binder (Self- Assessment/Disposition; Mentor Teacher's Evaluation, Field Supervisor's Evaluation)	TK20: Candidate Bindi (Self- Assessment/Dispositio Mentor Teacher's Evaluation)

Appendix 1: Crosswalk – Special Education – Comprehensive K-12 (UG – Traditional)

1				(
				Lesson Plan, Instruction,						
FOED 3850 Field Experience in Education	Self Assessment	Self Assessment	Self Assessment	Self Assessment						
roeb soso rield experience in Eddeadon										
	Battelle for Kids; edTPA			TVAAS review			Battelle for Kids; edTPA	edTPA Task 3		
	Task 3					Rubric formative and	Task 3			
CUED 4700 Edu Data and Assessment						summative assessment				
COED 4700 Edu Data and Assessment						pieces; edTPA Task 3				
	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:
	Lesson Plan, Instruction,	Lesson Plan, Instruction	Lesson Plan, Instruction,	Lesson Plan, Instruction,		Lesson Plan, Instruction,				
SPED 4871 Residency I	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	TEAM	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment
or 20 4072 nestacitey i	TEAM	TEAM	TEAM	TEAM	TEAM		TEAM	TEAM	TEAM	TEAM
SPED 4872 Professional Seminar I/	Practice edTPA	Practice edTPA	Practice edTPA		Practice edTPA	Practice edTPA	Practice edTPA	Practice edTPA	Practice edTPA	Practice edTPA
	Lesson Plan	Lesson Plan	Lesson Plan		Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan
	CCOUNTING	CC330111011	CC300111011		COSOTTAN	CLISTIC	CESSOTTION	CCSSOTTION	CCSSOTTIGHT	CC3301111011
	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:
	Lesson Plan, Instruction,	Lesson Plan, Instruction	Lesson Plan, Instruction,	Lesson Plan, Instruction,	Lesson Plan, Instruction,	Lesson Plan, Instruction,				
SPED 4881 Residency II	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	TEAM	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment
	TEAM	TEAM	TEAM	TEAM	TEAM		TEAM	TEAM	TEAM	TEAM
	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics	edTPA Rubrics					
SPED 4882 Professional Seminar II										

									-	
Program: Special Education Comprehensive K-12 (Should This Say Interventionist too?)	1. Learner Development	2. Learning Differences	3. Learning Environment	4. Content Knowledge	5. Application of Content	ent and Supp 6. Assessment	7. Planning/ Instruction	m (INTASC) 8. Instructional Strategies	9. Professional Learning & Ethical Practice	10. Leadership & Collaboration
Council for Exceptional Children Standards	Each Individual' and Learning	g and Addressing s Developmental Needs; 4. Using Understand the	2. Understanding and Addressing Each Individual's	3. Demonstrating Subject Matter Content and Specialized	3. Demonstrating Subject Matter Content and Specialized	4. Using Assessment to Understand the Learner and the	Each Individual' and Learni	g and Addressing s Developmental ng Needs; 3. Subject Matter	1. Engaging in Professional Learning and Practice within	7. Collaborating with Team Members
TN Literature Standards	1. Content Knowledge, 2. Language and Literacy Rich	1. Content Knowledge, 2. Language and Literacy Rich	2. Languge and Literacy Rich Environment; 4. Instruction Using	1. Content Knowledge; 4. Instruction Using High-Quality	1. Content Knowledge, 4. Instruction Using High-Quality	1. Content Knowledge, 5. Foundational Literacy Skills	1. Content Knowledge, 3. High Quality Instructional	1. Content Knowledge, 3. High Quality Instructional	5. Foundationa Assessment an	Learning and
SPED 6010 Survey of Disability Characteristics, Procedures,& Methods in SPED		Philosophy of SPED		Philosophy of SPED	Philosophy of SPED		Philosophy of SPED	Philosophy of SPED		
KK- SPED 6040 Youth with Emotional Disturbance	UT Trauma Informed Modules	Portfolio Project; Final Paper; UT Trauma Informed Modules	Portfolio Project; Final Paper; UT Trauma Informed Modules	Final Paper	Final Paper	Portfolio Project	Behavior Training Project Functional Behavior Assessment	Behavior Training Project	Behavior Training Project; Final Paper	Behavior Training Project
SPED 7110 Family Collaboration in Special Education		Family Interview about child with disability							Professional behavior practiced during interview	Collaborating with assigned family
Choose 15 hours of Advisor Guided Electives:										-
SPED 7340 Systematic Instruction for Comprehensive	Praxis 5545: Severe to	Praxis 5545: Severe to		Praxis 5545: Severe to	Comp Case Study			Comp Case Study		
SPED 6030 Learning Disabilities	Profound Specific Learning Disability Identification Presentation (TK20) Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Profound Specific Learning Disability Identification Presentation (TK20) Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Specific Learning Disability Identification Presentation (TK20) Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Profound Specific Learning Disability Identification Presentation (TK20) Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Specific Learning Disability Identification Presentation (TK20) Lesson Plan with Accomodations (TK20) Praxis 5354: Mild to Moderate	Tennessee Dyslexia Handbook Exam (iLearn)	Advocacy Letter (iLearn)			
SPED 6320 Assessment for SPED	Authentic Case Study Report (TK20)	Authentic Case Study Report (TK20)	Authentic Case Study Report (TK20)	Authentic Case Study Report (TK20)	Authentic Case Study Report (TK20)	Authentic Case Study Report (TK20)				
SPED 7200 Teaching Students with ASD		Family Partnership project		Family Partnership project			Family Partnership project			Family Partnership project
SPED 6810 Pract & Sem In SPED	Practice edTPA Lesson Plan	Practice edTPA Lesson Plan	Practice edTPA Lesson Plan		Practice edTPA Lesson Plan	Practice edTPA Lesson Plan	Practice edTPA Lesson Plan	Practice edTPA Lesson Plan	Practice edTPA Lesson Plan	Practice edTPA Lesson Plan
READ 6360 Literacy for Diverse Populations	Lesson Plan (Tk20) Praxis 5205: Teaching Reading (Elementary)	Lesson Plan (Tk20) Praxis 5205: Teaching Reading (Elementary)	Lesson Plan (Tk20) Praxis 5205: Teaching Reading (Elementary)	Lesson Plan (Tk20) Praxis 5205: Teaching Reading (Elementary)	Lesson Plan (Tk20) Praxis 5205: Teaching Reading (Elementary)	Lesson Plan (TK20) Praxis 5205: Teaching Reading (Elementary)	Lesson Plan (Tk20) Praxis 5205: Teaching Reading (Elementary)	Lesson Plan (Tk20) Praxis 5205: Teaching Reading (Elementary)		
SPED 7130 Methods for Teaching Individuals with Mild to Moderate Disabilities	Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild	Authentic Case Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild to Moderate	Authentic Case Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild to Moderate	Authentic Case Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild to Moderate	Authentic Case Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild to Moderate	Authentic Case Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild to Moderate	Authentic Case Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild to Moderate	Authentic Case Study with Lesson Plans with Accomodations (TK20) Praxis 5354: Mild to Moderate		
SPED 6060 Educ/Ortho-motor Impaired	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study		Orthopedic Impairment Case Study	Orthopedic Impairment Case Study		
FOED 6820 Applied Educational Assessment		· · · ·								Research Inquiry
CUED 6300 Educational Research OR	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal
CUED 6310 Qualitative Research in Education	Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal	Research & Written Research Proposal
CUED 6305 or 6315 Problems in Curriculum		Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Context for	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 edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM edTPA Rubrics	Assignments: Lesson Plan, Instruction, Self- Assessment TEAM edTPA Rubrics

Program: Special Education Comprehensive K-12	1. Learner	2. Learning	3. Learning	4. Content	5. Application		7. Planning/	8. Instructional	9. Professional	10. Leadership
	1. Learner Development	2. Learning Differences	3. Learning Environment	4. Content Knowledge	5. Application of Content	6. Assessment	7. Planning/ Instruction	8. Instructional Strategies	Learning & Ethical Practice	10. Leadershi & Collaboratio
Council for Exceptional Children Standards		g and Addressing	2.	3. Demonstrating		4. Using		g and Addressing	1. Engaging in	7. Collaborating
		s Developmental Veeds: 4. Using	Understanding and Addressing	Subject Matter Content and	Subject Matter Content and	Assessment to Understand the		s Developmental ng Needs: 3.	Professional Learning and	with Team Members
		Understand the	Each Individual's	Specialized	Specialized	Learner and the		z Subject Matter	Practice within	wienders
	1. Content	1. Content	2. Languge and	1. Content	1. Content	1. Content	1. Content	1. Content	5. Foundationa	I Literacy Skills
TN Literature Standards	Knowledge, 2.	Knowledge, 2.	Literacy Rich	Knowledge; 4.	Knowledge, 4.	Knowledge, 5.	Knowledge, 3.	Knowledge, 3.		d Evaluation; 6.
	Language and Literacy Rich	Language and Literacy Rich	Environment; 4. Instruction Using	Instruction Using High-	Instruction Using High-Quality	Foundational Literacy Skills	High Quality Instructional	High Quality Instructional	Protessional	Learning and
Course & Assignment:	1	2	3	4	5	6	7	8	9	10
PED 6010 Survey of Disability Characteristics, Procedures,& Methods in		Philosophy of		Philosophy of	Philosophy of		Philosophy of	Philosophy of		
PED		SPED		SPED	SPED		SPED	SPED		
SPED 6030 Learning Disabilities	Specific	Specific	Specific	Specific	Specific	Specific	Specific	Specific		
	Learning Disability	Learning Disability	Learning Disability	Learning Disability	Learning Disability	Learning Disability	Learning Disability	Learning Disability		
	Identification	Identification	Identification	Identification	Identification	Identification	Identification	Identification	Tennessee	
	Presentation	Presentation	Presentation	Presentation	Presentation	Presentation	Presentation	Presentation	Dyslexia	iLearn: Advocad
	(TK20)	(TK20)	(TK20)	(TK20)	(TK20)	(TK20)	(TK20)	(TK20)	Legislation	Letter
	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Exam (TK20)	
	with Accomodations	with Accomodations	with Accomodations	with Accomodations	with Accomodations	with Accomodations	with Accomodations	with Accomodations		
	(TK20)	Accomodations (TK20)	(TK20)	(TK20)	(TK20)	(TK20)	(TK20)	(TK20)		
	(1120)			(Theo)	(Theory	(neo)	(1120)	(Theory		
KK- SPED 6040 Youth with Emotional Disturbance		Portfolio Project; Final	Portfolio Project; Final				Behavior			
	UT Tramua	Project; Final Paper; UT	Project; Final Paper; UT				Training Project	Behavior	Behavior	Behavior
	Informed	Tramua	Tramua	Final Paper	Final Paper	Portfolio Project	Functional	Training Project	Training Project;	Training Project
	Modules	Informed	Informed				Behavior Assessment		Final Paper	
		Modules	Modules				Assessment			
SPED 7110 Family Collaboration in Special Education		Family Interview about							Professional behavior	Collaborating
		child with							practiced during	with assigned
		disability							interview	family
	Authentic Case		Authentic Case	Authentic Case	Authentic Case	Authentic Case	Authentic Case	Authentic Case		
	Study with	Authentic Case Study with	Study with	Study with	Study with	Study with	Study with	Study with		
SPED 7130 Methods for Teaching Individuals with Mild to Moderate Disa	Lesson Plans	Lesson Plans	Lesson Plans	Lesson Plans	Lesson Plans	Lesson Plans	Lesson Plans	Lesson Plans		
SFLD 7150 methods for reaching individuals with wind to moderate bisa	with	with	with	with	with	with	with	with		
	Accomodations (TK20)	Accomodations	Accomodations (TK20)	Accomodations (TK20)	Accomodations (TK20)	Accomodations (TK20)	Accomodations (TK20)	Accomodations (TK20)		
PED 7340 Systematic Instruction for Comprehensive	Praxis 5545:	Praxis 5545:		Praxis 5545:	Comp Case			Comp Case		1
	Severe to	Severe to		Severe to	Study			Study		
	Profound	Profound		Profound						
	TK20: Authentic Case Study:	TK20: Authentic Case Study:	TK20: Authentic Case Study:	TK20: Authentic Case Study:	TK20: Authentic Case Study:	TK20: Authentic	TK20: Authentic Case Study:	TK20: Authentic Case Study:		
PED 6320 Assessment for SPED	Data-Based	Data-Based	Data-Based	Data-Based	Data-Based	Case Study: Data-	Data-Based	Data-Based		
FLD 0320 ASSESSMENT TOF SFLD	Instruction	Instruction	Instruction	Instruction	Instruction	Based Instruction	Instruction	Instruction		
	Report	Report	Report	Report	Report	Report	Report	Report		
SPED 7200 Teaching Students with ASD		Family Partnership		Family Partnership			Family Partnership			Family Partnership
		project		project			project			project
	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan		Lesson Plan	Lesson Plan		p
	(Tk20)	(Tk20)	(Tk20)	(Tk20)	(Tk20)	Lesson Plan	(Tk20)	(Tk20)		
EAD 6360 Literacy for Diverse Populations	Praxis 5205:	Praxis 5205:	Praxis 5205:	Praxis 5205:	Praxis 5205:	(Tk20)	Praxis 5205:	Praxis 5205:		
	Teaching Reading	Teaching Reading	Teaching Reading	Teaching Reading	Teaching Reading	Praxis 5205: Teaching	Teaching Reading	Teaching Reading		
	(Elementary)	(Elementary)	(Elementary)	(Elementary)	(Elementary)	Reading	(Elementary)	(Elementary)		
SPED 6060 Educ/Ortho-motor Impaired	Orthopedic	Orthopedic	Orthopedic	Orthopedic	Orthopedic		Orthopedic	Orthopedic		
	Impairment	Impairment	Impairment	Impairment	Impairment		Impairment	Impairment		
OED 6820 Applied Educational Assessment	Case Study	Case Study	Case Study	Case Study	Case Study		Case Study	Case Study		Bacaproh
oco vozo Apprica caacaronar Assessment	December C	Deserve C	December 2	December 2	December 2	Deserve C	Deserveb C	December 2	Deserve C	Research
:UED 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	Research	Research	Research	Research	Research	Research	Research	Research	Research
	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal
CUED 6310 Qualitative Research in Education	Research &	Research &	Research &	Research &	Research &	Research &	Research &	Research &	Research &	Research &
	Written	Written	Written	Written	Written	Written	Written	Written	Written	Written
	Research	Research	Research	Research	Research	Research	Research	Research	Research	Research
	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal	Proposal
JED 6305 or 6315 Problems in Curriculum	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper	Problem Paper		Problem Paper	Problem Paper	Problem Paper
UED 6920 Graduate Seminar/ Field Experience	TEAM Research	TEAM Research	TEAM Research	TEAM Research	TEAM Research	TEAM Research	TEAM Research	TEAM Research	TEAM Research	TEAM Research
	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry
	assignment	assignment	assignment	assignment	assignment	assignment	assignment	assignment	assignment	assignment
UED 6920 Seminar for edTPA Job-Embedded	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:	Assignments:
	Assignments: Lesson Plan,	Assignments: Lesson Plan.	Assignments: Lesson Plan.	Lesson Plan.	Assignments: Lesson Plan.	Assignments: Lesson Plan.	Assignments: Lesson Plan,	Assignments: Lesson Plan.	Assignments: Lesson Plan.	Assignments: Lesson Plan.
	Instruction, Self-	Instruction, Self-	Instruction, Self-	Instruction, Self	Instruction, Self-	Instruction, Self-	Instruction, Self-	Instruction, Self-	Instruction, Self-	Instruction, Sel
										Assessment
	Assessment edTPA Rubrics	Assessment edTPA Rubrics	Assessment edTPA Rubrics	Assessment edTPA Rubrics	Assessment edTPA Rubrics	Assessment edTPA Rubrics	Assessment edTPA Rubrics	Assessment edTPA Rubrics	Assessment edTPA Rubrics	edTPA Rubrics

Appendix 3: Crosswalk – Special Education – Comprehensive K-12 (Alternative – Job Embedded)