

UNIT REPORT

Curriculum and Instruction BS -**Final Annual Report**

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Curriculum and Instruction BS

Start: 07/01/2017

End: 06/30/2018

Providing Department: Curriculum and Instruction BS

Department/Unit Contact: Jeremy Wendt

Mission/Vision/Goal Statement:

Mission: The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

Program Goal 1 (PG1): Faculty Excellence

Progress: Completed

Define Goal:

Program Goal 1 (PG1): C&I will be staffed with a faculty committed to excellence in the areas of: teaching, research, and service.

Program Goal 2 (PG2): Undergraduate Research

Progress: Completed

Define Goal:

Program Goal 2 (PG2): Increase faculty/student undergraduate research activity.

Program Goal 3 (PG3): Enrollment and Program Effectiveness

Progress: Completed

Define Goal:

Program Goal 3 (PG3): Increase undergraduate enrollment while maintaining program effectiveness and accreditation.

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Progress: Completed

Define Goal:

Student Learning Outcome 1 (SLO1): Candidates in curriculum and instruction will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nation-wide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge.

Student Learning Outcome 2 (SLO2): Candidate Professional Disposition

Progress: Completed

Define Goal:

Candidates in curriculum and instruction will demonstrate professional dispositions for teachers and other school personnel by meeting or exceeding the median on an internally created professional disposition rubric. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nation-wide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge.

Student Learning Outcome 3 (SLO3): edTPA results

Progress: Completed

Define Goal:

Student Learning Outcome 3 (SLO3): Candidates will meet or exceed the required testing for edTPA

Assessment (PG1) Faculty Performance Objectives

Goal/ Outcome/ Objective: PG1

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Annually

Rationale:

(PG1) Faculty Performance Objectives (Conducted annually each spring semester)

Program Goal 1: Each faculty member will submit a Faculty Performance Objectives annually to the chairperson of the department discussing their efforts for the previous calendar year in the areas of teaching, research, and service. An overall summary of the department's progress will be included in a departmental annual report from the chair to the Dean of the College of Education. The report will address the following indicators. Teaching: number of courses taught, enrollment in each course, and appropriate teaching evaluations. Advisement: number of advisees. Research/Scholarship: publications, grants funded or continuing, presentations at international, national, state, or regional professional organizations, manuscripts submitted for publication, grant applications submitted, and research in progress. Service: service activities to the department, college, university, and community.

Assessment (PG2): Undergraduate Research

Goal/ Outcome/ Objective: PG2

Type of Tool: Checklist

Frequency of Assessment: Annually

Rationale:

(PG2) The number of undergraduate faculty/students participating in and receiving acknowledgements for research projects (Student Research Day, URECA, conference presentations). Faculty and students will participate in undergraduate research that is relevant to the field of education. The goals related to the number of projects, initiatives, and participants will be discussed in departmental and college faculty meetings.

Assessment (PG3): Enrollment Data

Goal/ Outcome/ Objective: PG3

Type of Tool: FTE Enrollment

Frequency of Assessment: Annually

Rationale:

(PG3) Institutional research data on enrollment will be used to assess trends for 1, 3, and 5 years. These will be presented in the C&I annual report. The annual report is sent to the Dean's office and shared with the faculty. Strategies for increasing enrollment are discussed in concentration meetings, faculty meetings, College of Education Executive Leadership Council meetings and at the university level.

Assessment (SLO1) Candidate Content and Pedagogical Knowledge

Goal/ Outcome/ Objective: SLO1

Type of Tool: Certification Exam

Exit Exam

Frequency of Assessment: Ongoing

Rationale:

PRAXIS II Scores (Administered continuously)

Student Learning Outcome 1: Teacher candidates must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. With Ready2Teach implementation, the Tennessee Educator Acceleration Model (TEAM), a research-based assessment system, and Educational Teacher Performance Assessment (edTPA), a nation-wide preservice performance-based assessment of teaching quality, will also be used to assess candidates' content knowledge. The TEAM rubric includes 19 indicators with 5 indicators specific to content knowledge. edTPA includes 15 indicators with 7 specific to content knowledge.

Assessment (SLO3): edTPA

Goal/ Outcome/ Objective: SLO3

Type of Tool: Certification Exam

Frequency of Assessment: Annually

Rationale:

(SLO3) The edTPA exam is a national norm referenced exam that gauges the classroom performance of a candidate in relation to licensure and teacher preparedness.

Attached Files

[DAF 2017-2018 edTPA Scores.xlsx](#)

PG1: Faculty Excellence

Goal/Objective/Outcome Number: Program Goal 1

Results:

Professional Activity	Approximate Number
Grant involvement: PI/Co-PI/Senior Personnel	54
International Presentations	32
State/National/Intl Publications	63
Textbooks/Chapters	22
State/National/Intl Leadership Roles	91

Grants were applied for and received by many faculty members. A sampling of grant categories included: Access and Diversity; Improving Teacher Quality; Quality Enhancement Program; URECA; Faculty Research; Tennessee Higher Ed Commission STEM; Tennessee Early Childhood Pilot Program; NSF Noyce Teacher Scholarship Program. C&I faculty also served as Co-PI and senior personnel on numerous other projects.

Additionally, IDEA unit summary reports are attached and are overwhelmingly positive. These attribute to the concept of faculty excellence based on the achievement and success of the individual faculty members.

Community/Professional Service

Faculty members are extremely active and well represented at the local, state, and national level for their service. This connection to the education field is vital for the success of the College of Education and is valued highly by the department. C&I faculty are in leadership roles for many organizations including: TTU's Habitat for Humanity, Student

Tennessee Education Association, Tennessee Reading Association, International Literacy Association, Tennessee Association for the Education of Young Children, National Association for Multicultural Education, Society for Information Technology and Teacher Education, Tennessee Council of Teachers of English, Tennessee Association of Middle Schools, and many others.

Sample grant projects from C&I:

PI: Jeffrey Boles, Chemistry

Project Inspire STEM Teacher Residency 2014-2020

National Science Foundation (NSF) Noyce Application

Co-PIs: Jeremy Wendt, C&I; Hamilton County Schools; PEF Chattanooga

(Funded: \$2,878,880)

PI: Martha Howard (Associate Professor, C&I)

Drs. Martha Howard and Amy Callender have been awarded approximately \$7 million in grant funding to provide Early Intervention services to eligible infants and toddlers with TEIS (Tennessee Early Intervention System) and the BRIDGES program. The grant will serve eight Upper Cumberland counties over the course of several years.

PI: Dr. Janet Isbell: (Associate Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Amber Spears, Alicia Laffoon, Troy Smith

(Funded: \$75,000)

PI: Missy Comer (Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Kathy Brashears, Buddy Martin

(Funded: \$75,000)

PI: Julie Baker (Associate Professor)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Co-PI: Mike Gotcher, Allen Driggers, Darek Potter, Cephas Ablakwa, Ginger Thomas

(Funded: \$75,000)

Sample publications from C&I:

Chitiyo: Chapter: HIV/AIDS and the socio-emotional development of children in South Africa.

Greathouse: Books:

*Adolescent Literature as a complement to the content areas: Science and Math

*The online classroom: Resources for effective middle level virtual education.

Selected Journals: SRATE Journal; Educational Action Research; Journal of International Students; Teacher Education & Practice; International Journal of Interdisciplinary Educational Studies; Journal of Sport and Human Performance; Mathematics Teacher; Journal of School Psychology; Education and Training in Autism and Developmental Disabilities

Attachments: Attached Files

[☞ IDEA Unit Summary Report - Course Evaluations - Campus Labs.pdf](#)

PG2: Undergraduate Research

Goal/Objective/Outcome Number: Program Goal 2

Results:

In 2017-2018, C&I undergraduates worked with faculty on several research projects including QEP, EDGE, and CISE that are all coordinated through Academic Affairs. The level of undergraduate research has remained consistent, but it is still slightly below the targeted goals for the department. However, an overall increase in the amount of undergraduate

research over the past five years has been observed.

2017-2018

Amber Spears
Stephanie Wendt
Queen Ogbomo
Leann Taylor

PG3: Enrollment and Program Effectiveness

Goal/Objective/Outcome Number: Program Goal 3

Results:

C&I's undergraduate enrollment decreased slightly in the 2017-2018 school year. Measures have been put in place to increase enrollment. These include, but are not limited to:

- The chair, faculty, and staff have committed to set up tabletop displays of all graduate and undergraduate programs at conferences. This year we have displayed and given out information at six area conferences and two national conferences. In addition, regional meetings and interest sessions have been offered as requested for school districts.
- The College hired a Marketing/Recruitment position to specifically target programs and high-need areas.
- The department has invested in digital signage to advertise programs, distributed graduate and undergraduate flyers to over 300 Tennessee schools in our service area, and commissioned additional concentration-specific posters, rack cards, banners, and mailing forms to advertise graduate/undergraduate programs.
- Created distinctive new concentrations to increase enrollment and retention:
 - Initiated the stand-alone BS in Elementary Education
- Updated/created new concentrations to continue to meet state licensure changes:
 - 10 new courses were initiated in 2016-2017
 - Offered courses at the Bachelors, Masters, Educational Specialist, and Doctoral level to meet the needs of all majors. C&I offers approximately:
 - Summer 2017: 88 courses
 - Fall 2017: 231 courses
 - Spring 2018: 212 courses

The College of Education and the Department, along with Career Services, collaboratively worked on the 3rd annual College of Education Career Fair on Tennessee Tech's campus. 50 employers and over 300 attendees were present at the event in addition to graduate programs, advisors, faculty and administrators.

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Goal/Objective/Outcome Number:

Student Learning Outcome 1 (SLO1): Candidate Content and Pedagogical Knowledge

Results:

Candidates demonstrate content knowledge and positive impact on student learning and development via a variety of assessments such as Praxis licensure exams, the TEAM rubric, and edTPA.

Detailed data files are located in the file folder.

PRAXIS SCORES: Candidates demonstrate content knowledge through a passing score on their Praxis II Content Knowledge exam before entering residency I. Passing cut-scores are determined by the Tennessee State Board of Education (SBOE) and vary by program. Examples of data from the EPP's top 3 programs, demonstrating proficiency across various content areas, are: Elementary Education Content Knowledge—2013-2014: 162.49 (n=243), cut score of 140; 2014-2015: 163.47 (n=224), cut score of 140; 2015-2016: 173.11 (n=152), cut score of 163; Middle School Content Knowledge—2013-2014: 164.79 (n=39), cut score of 150; 2014-2015: 161.56 (n=52), cut score of 150; 2015-2016: 165.25 (n=51), cut score of 150;

TEAM EVALUATION DATA: Candidate content knowledge and impact on student learning and development are assessed on the TEAM rubric. P-12 mentor teachers and university supervisors score candidates on a scale of 1 (significantly below expectations) to 5 (significantly above expectations) throughout the residency placement. Several criteria on the TEAM rubric relate directly to candidate content knowledge and impact on P-12 students learning and development: Standards and Objectives, Presenting Instructional Content, and Teacher Content Knowledge [Instruction domain]; Instructional Plans, Student Work, and Assessment [Planning domain]; and Expectations [Environment domain]. Based on mentor evaluations at the end of residency II, candidates met and exceeded expectations of content knowledge and teaching effectiveness as evidenced by the 3-year upward-trending scores on the TEAM rubric: 2014-2015=3.80 (n=621); 2015-2016=3.92 (n=543); 2016-2017=4.06 (n=469). More specifically, the EPP monitors trends in candidate cohort data, as well as program-specific data, to ensure each group has met expectations on the related criteria. For example, secondary education English candidates (n=27 evaluations) met and exceeded expectations in 2016-2017 on the following content knowledge-related criteria: Standards and Objectives=3.70, Presenting Instructional Content=3.81, and Teacher Content Knowledge=4.15 [Instruction domain]; Instructional Plans=3.78, Student Work=3.89, and Assessment=3.59 [Planning domain]; and Expectations=3.81 [Environment domain].

edTPA DATA: Another way the EPP monitors selection at completion is through the edTPA. Candidates' impact on P-12 student learning is demonstrated by scores earned on the edTPA during residency. Task 3 Assessment specifically relates to the assessment of student learning. rubrics 11-15 in this task evaluate candidates' ability to analyze student learning, provide feedback to students, analyze students' academic language understanding and use, and the candidates' use of assessment to inform instruction. Candidate scores on Task 3 are an indicator of positive impact on student learning and development, and the EPP scores show a trend of continued growth in the area of assessment, exceeding national averages in the past 2 years: 2014-2015 EPP=2.76, nation=2.82; 2015-2016 EPP=3.16, nation=2.88; 2016-2017 EPP=3.20, nation=2.86. Additionally, rubrics 2, 3, 4, 7, and the challenging learning environment from rubric 6 demonstrate candidate impact on student learning.

Attachments: Attached Files

- [Praxis Results](#)
- [TEAM and edTPA Candidate Results](#)
- [EdTPA](#)
- [PraxisResults](#)
- [TEAM](#)
- [AY 2016-2017 Praxis 5691 SPED PreK_EC Report.pdf](#)
- [AY 2016-2017 Praxis 5931 Gov Poli Sci Report.pdf](#)
- [AY 2016-2017 Praxis 6011 School Leaders Lic Assessment Report.pdf](#)
- [AY 2016-2017 Praxis 5921 Geography Report.pdf](#)
- [AY 2016-2017 Praxis 5911 Economics Report.pdf](#)
- [AY 2016-2017 Praxis 5623 PLT 5_9.pdf](#)
- [AY 2016-2017 Praxis 5624 PLT 7_12.pdf](#)
- [AY 2016-2017 Praxis 5941 World and US History Content Knowledge Report.pdf](#)
- [AY 2016-2017 Praxis 5622 PLT K6.pdf](#)
- [AY 2016-2017 Praxis 5571 Earth and Space Sci Content Knowledge Report.pdf](#)
- [AY 2016-2017 Praxis 5361 English to Speakers of Other Lang Report.pdf](#)
- [AY 2016-2017 Praxis 5621 PLT EC.pdf](#)
- [AY 2016-2017 Praxis 5543 SPED Mild to Mod Report.pdf](#)
- [AY 2016-2017 Praxis 5545 SPED Sev to Prof Report.pdf](#)
- [AY 2016-2017 Praxis 5354 SPED Core Knowledge and Apps Report.pdf](#)
- [AY 2016-2017 Praxis 5265 Physics Content Knowledge Report.pdf](#)
- [AY 2016-2017 Praxis 5245 Chemistry Report.pdf](#)
- [AY 2016-2017 Praxis 5235 Biology Report.pdf](#)
- [AY 2016-2017 Praxis 5203 TREE Report.pdf](#)
- [AY 2016-2017 Praxis 5146 Middle School Content Knowledge Report.pdf](#)
- [AY 2016-2017 Praxis 5161 Math Content Knowledge Report.pdf](#)
- [AY 2016-2017 Praxis 5038 English Content Knowledge Report.pdf](#)
- [AY 2016-2017 Praxis 5018 ELED Content Knowledge Report.pdf](#)
- [AY 2016-2017 Praxis 5024 Education of Young Children Report.pdf](#)
- [AY 2016-2017 Praxis 5017 ELED CIA Report.pdf](#)
- [DAF 2017-2018 edTPA Scores.xlsx](#)

Student Learning Outcome 2 (SLO2): Candidate Professional Disposition

Goal/Objective/Outcome Number: Student Learning Outcome 2 (SLO2): Candidate Professional Disposition

Results:

Candidates' professional dispositions are rated at multiple levels by professors, advisors, mentors, and educators as an indicator of the candidate's readiness for the profession. In addition to dispositional assessments required to enter the Teacher Education Program, dispositions are also required before entering residency I (Benchmark 3: one assessment from public school teacher and one assessment from a junior level instructor) and again prior to residency II (Benchmark 4: one assessment from a senior level instructor). These disposition assessments demonstrate candidates' understanding of professional standards, policies, and procedures. Candidate dispositions are evaluated on collaboration, communication, scholarship, respect, responsibility, and reflection and scored as exceeds (3 points), meets (2 points), and below (1 point) expectations. The 2016-2017 cohort scores across all programs (n=233) on disposition evaluations prior to residency II, completed by a senior-level instructor, met expectations: collaboration=2.60, communication=2.54, scholarship=2.61, respect=2.58, responsibility=2.51, and reflection=2.56. As an example at the program level, the 2016-2017 elementary education cohort (n=134) had a mean score of 35.51 (out of 42 total points), scoring highest in collaboration (2.59) and meeting expectations for all other attributes. The 2016-2017 early childhood cohort (n=19) scored a mean score of 39 on the pre-residency II disposition assessment, with almost perfect scores in respect and collaboration, and meeting expectations on all other attributes. The 2016-2017 early childhood average is slightly but not

significantly lower than previous years: 2014-2015=40.57 (n=14) and 2015-2016=39.82 (n=17). All pre-residency II dispositional data is included.

Attachments: Attached Files

- [Interviews and Dispositions](#)
- [DAF 2017-2018 Mentor Summative TEAM Evaluations.xlsx](#)
- [2017-2018 Practicum Mentor Summative Evaluations IE.xlsx](#)
- [SP 18 Res II Dispositions.xlsx](#)
- [DAF 2017-2018 edTPA Scores.xlsx](#)