



Final Annual Report

Tennessee Tech University

President

Provost

College of Education

Curriculum and Instruction

Curriculum and Instruction BS



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

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.

Intended Outcomes / Objectives



Program Goal 2 (PG2): Undergraduate Research

Define Goal



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


Intended Outcomes / Objectives

 **Program Goal 3 (PG3): Enrollment and Program Effectiveness**

Define Goal

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

Intended Outcomes / Objectives

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

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.

Intended Outcomes / Objectives

 **Student Learning Outcome 2 (SLO2): Candidate Professional Disposition**

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.

Intended Outcomes / Objectives



 **Student Learning Outcome 3 (SLO3): edTPA results**

Define Goal

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

Intended Outcomes / Objectives

 **Assessment (PG1) Faculty Performance Objectives**

Goal/ Outcome/ Objective: PG1

Type of Tool: Tracking Spreadsheet

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.

Frequency of Assessment: Annually

 **Assessment (PG2): Undergraduate Research**

Goal/ Outcome/ Objective: PG2

Type of Tool: Checklist

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.



Frequency of Assessment: Annually

 **Assessment (PG3): Enrollment Data**

Goal/ Outcome/ Objective: PG3

Type of Tool: FTE Enrollment

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.

Frequency of Assessment: Annually

 **Assessment (SLO1) Candidate Content and Pedagogical Knowledge**

Goal/ Outcome/ Objective: SLO1

Type of Tool: Certification Exam, Exit Exam

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.

Frequency of Assessment: Ongoing

 **Assessment (SLO3): edTPA**

Goal/ Outcome/ Objective: SLO3

Type of Tool: Certification Exam

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.

Frequency of Assessment: Annually


PG1: Faculty Excellence
Goal/Objective/Outcome Number: Program Goal 1

Results

Professional Activity	Approximate Number
Grant involvement: PI/Co-PI/Senior Personnel	65
International Presentations	38
State/National/Intl Publications	72
Textbooks/Chapters	14
State/National/Intl Leadership Roles	128

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; Assistive Technology; 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.

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



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)

Dr. Martha Howard was awarded a \$1.5 million grant to provide Early Intervention services to eligible infants and toddlers with TEIS (Tennessee Early Intervention System). The grant will serve eight Upper Cumberland counties over the course of three years.

PI: Leslie Suters: (Associate Professor, C&I)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

STEM Literacy in the Classroom to Enable Societal Change

Dr. Adam Anderson (Co-PI), Dr. Henry Suters (consultant)
(Funded: \$75,000)

PI: Julie Stepp (Assistant Professor, C&I)

Improving Teacher Quality Grant funded by the Tennessee Higher Education Commission

Librarians and Makerspaces: Enhancing Learning and Literacy Across Content Areas
Stephanie Wendt, Jennifer Meadows, Tony Baker

(Funded: \$75,000)

PI: Dr. Holly Anthony (Professor, C&I)

Making Mathematics Meaningful Dr. Ann Davis (Associate Professor, Accounting & Business Law) and Dr. Melissa Geist (Professor, Nursing) as Co-PIs. Dr. David Smith (Professor, Mathematics) and Dr. Jennifer Meadows (Assistant Professor, C&I) are Senior Personnel.

(Funded: \$75,000)

Attachments

No items to display.



PG2: Undergraduate Research

Goal/Objective/Outcome Number: Program Goal 2

Results

In 2016-2017, 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 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.

Fall 2016

Amber Spears

Cherie Hook

Spring 2017

Jennifer Meadows

Fall 2017

Jennifer Meadows

Amber Spears

2017-2018

Amber Spears

Queen Ogbomo

Leann Taylor

Faculty Development Grant

Jennifer Meadows

Amber Spears



Sustainability Grant for 2016-2017

Amber Spears

Attachments

No items to display.



PG3: Enrollment and Program Effectiveness

Goal/Objective/Outcome Number: Program Goal 3

Results

C&I's undergraduate enrollment decreased slightly in the 2016-2017 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 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 2016: 85 courses
 - Fall 2016: 220 courses
 - Spring 2017: 210 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.

Attachments

No items to display.



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.

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

-  15-16
 -  Praxis Results
 -  TEAM and edTPA Candidate Results
-  16-17
 -  EdTPA
 -  PraxisResults
 -  TEAM



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

 Interviews and Dispositions