



Final Annual Report

Tennessee Tech University

President

Provost

College of Education

Curriculum and Instruction

Curriculum and Instruction MA EDS



Curriculum and Instruction MA/EDS

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

(PG1): The Department of Curriculum and Instruction will be staffed with a faculty committed to excellence in the areas of: teaching, research, and service.

Intended Outcomes / Objectives



Program Goals 2 (PG2): Effective Research Experiences

Define Goal



(PG2): The Department of Curriculum and Instruction will provide effective and supportive applied research experiences.

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. Candidates in non-licensure programs will demonstrate content knowledge on comprehensive examinations.

Intended Outcomes / Objectives



Student Learning Outcome 2 (SLO2): Candidate Professional Dispositions

Define Goal

(SLO2) 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. Candidates in non-licensure programs will demonstrate professional dispositions on the disposition component of their comprehensive examinations.

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): Effective Research Experiences

Goal/ Outcome/ Objective: PG2

Type of Tool: Tracking Spreadsheet

Rationale

PG2) Applied Research

Program Goal 2: Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in FOED 6920 or FOED 6980 and the research is conducted and written up in CUED 6900. A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes.

Frequency of Assessment: Ongoing



Assessment (SLO1): Candidate Content and Pedagogical Knowledge

Goal/ Outcome/ Objective: SLO1

Type of Tool: Certification Exam, Exit Exam

Rationale

(SLO1) PRAXIS II Scores and Comprehensive Examinations (Administered each semester)

Candidates in licensure programs must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. Comprehensive examinations will also assess all candidates' content and pedagogical knowledge. Both exams have pedagogical-specific domains.

Performance at a level above or comparable to the state mean on the Praxis II Examination will be defined as TTU candidates having a mean score above or equal to the state mean.

For purposes of the assessment of Pedagogical Content Knowledge, TTU candidate performance is expected to



score equal to or above the average median score for each respective domain on licensure or comprehensive examinations.

Frequency of Assessment: Ongoing



Assessment (SLO2): Candidate Professional Dispositions

Goal/ Outcome/ Objective: SLO2

Type of Tool: Exit Exam

Rationale

(SLO2) PRAXIS II Scores and Comprehensive Examinations (Administered each semester)

Student Learning Outcome 3: Candidates' professional dispositions will be assessed with PRAXIS II scores for licensure programs and comprehensive examinations for non-licensure programs. Both exams have disposition-specific domains.

For purposes of the assessment of Professional Dispositions, TTU candidate performance is expected to score equal to or above the average median score for each respective domain on licensure or comprehensive examinations.

Frequency of Assessment: Ongoing



Results: Program Goal 1: Faculty Excellence

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

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
<p>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.</p>	
<p>Community/Professional Service</p> <p>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.</p>	
<p><u>Sample grant projects from C&I:</u></p> <p>PI: Jeffrey Boles, Chemistry</p> <p>Project Inspire STEM Teacher Residency 2014</p> <p>National Science Foundation (NSF) Noyce Application</p> <p>Co-PIs: Jeremy Wendt, C&I; Hamilton County Schools; PEF Chattanooga (Funded: \$2,878,880)</p>	



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.




Results: Program Goals 2 (PG2): Effective Research Experiences

Goal/Objective/Outcome Number: Program Goals 2 (PG2): Effective Research Experiences

Results

Each semester, across our graduate programs, students complete a set of core research courses. Attached are grade distributions from each of the core research courses based on candidate success.

Attachments

-  2015-2016
 -  Research Core Course Results
-  2016-2017
 -  Research Course Grades to 2017











Results: 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

Comprehensive exam results for graduate students in the department are attached. Program area review takes place in individual areas based on the information revealed in the comprehensive exam process and rubrics. In addition, Praxis scores are included for those programs that have tests.

Attachments

-  2015-2016
 -  CI_Praxis_Grad_14-15.2.xlsx
 -  CI_Praxis_Grad_14-15.3.xlsx
 -  CI_Praxis_Grad_14-15.xlsx
 -  Comprehensive Exam Results
-  2016-2017
 -  2016-2017 C&I IE LSCI INSL READ SP Praxis
 -  Comp Exams