

Institutional Effectiveness
2023-2024

Program: Early Childhood Education BS

College and Department: College of Education

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):

Attached Files: See Appendix 1

PO 1: Praxis

Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.

Assessment Methods:

State licensure exams (Praxis). Candidates take between one and six licensure exams in order to be recommended for licensure. The Praxis subject assessments measure candidates' content knowledge of the subjects they teach. The subject assessments measure subject-specific teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.

Criteria for Success (Thresholds for Assessment Methods):

Praxis: With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023). Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.

Link to 'Tech Tomorrow' Strategic Plan:

2.A Technology Infused Programs, 2.B Research, Scholar, Intellect, and Creativity, 4.B Programs, Certificates, and Training

Results and Analysis:

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. There was a decrease in the number of candidates who took the ECE PreK-3 praxis across the four years listed. TTU maintained higher total mean scores when compared to state level scores for the three of the four reported academic years.

Table 1. Early Childhood Education: Content Knowledge PRAXIS (5025)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2020-2021	19	94.74	171.95	393	86.77	169.23
2021-2022	27	92.59	166.63	375	85.07	168.2
2022-2023	26	96.15	171.62	317	87.7	170.35
2023-2024	16	100	174.5	197	85	171

For the 2023-2024 academic year, available results were on the Content Knowledge Praxis section. The mean score recorded was higher than the previous academic year and was also higher than the state average. This aligns with the department's goal of meeting or exceeding the mean scores and passing rates of the state average.

Use of Results to Improve Outcomes:

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For elementary education, several changes were approved by faculty: additional literacy course credit hours; additional credit hours for math methods; additional credit hours for assessment methods; ATR integrations into coursework to ensure future preparedness for the classroom.

PO 2: edTPA

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

Criteria for Success (Thresholds for Assessment Methods):

edTPA: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

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Results and Analysis:

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. Over the past four years, TTU has consistently produced total mean scores higher than State and National levels. This trend was also observed in Early Childhood Education portfolios completed by our Early Childhood Education candidates. However, TTU mean portfolios scores have slightly

decreased across the four-year period. Additionally, TTU's total mean score has dipped slightly, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See Table 1 and Table 2 below for edTPA data.

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

Year	TTU	State	National
2020-2021	45.5	45.2	43.1
2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8
2023-2024	47.2	45.2	42.7

Table 2. edTPA data for Early Childhood Education: Content Knowledge

<i>TTU</i>			<i>State</i>			<i>National</i>		
<i>Year</i>	<i>N</i>	<i>Mean</i>	<i>Year</i>	<i>N</i>	<i>Mean</i>	<i>Year</i>	<i>N</i>	<i>Mean</i>
2020-2021	20	44.2	2020-2021	173	44	2020-2021	2462	41.4
2021-2022	16	44.4	2021-2022	189	43.9	2021-2022	2986	44.1
2022-2023	18	44.9	2022-2023	187	45	2022-2023	2417	41.7
2023-2024	12	44.6	2023-2024	155	44.8	2023-2024	1686	41.3

For the 2023-2024 academic year, the total mean score for TTU was slightly lower than the State and several points higher than the National total mean scores.

Use of Results to Improve Outcomes:

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For elementary education, several changes were approved by faculty: additional literacy course credit hours; additional credit hours for math methods; additional credit hours for assessment methods; ATR integrations into coursework to ensure future preparedness for the classroom.

PO 3: ATR Rubric

Define Outcome:

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

Assessment Methods:

Based on the needs of licensure students and data analysis, the College of Education chose a new instrument to replace the TEAM evaluation that has been in place for over a decade. The new instrument, the Aspiring Teacher Rubric (ATR), is a national norm-referenced performance evaluation tool developed by the National Institute for Excellence in Teaching.

The NIET ATR aligns with the standards published by the Interstate Teacher Assessment and Support Consortium’s Model Core Teaching Standards and Learning Progressions for Teachers, which have been adopted by several states and are required for all programs seeking accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

Criteria for Success (Thresholds for Assessment Methods):

ATR: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above state and national means in their respective discipline on the ATR rubric.

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Results and Analysis:

The NIET ATR aligns with the standards published by the Interstate Teacher Assessment and Support Consortium’s Model Core Teaching Standards and Learning Progressions for Teachers, which have been adopted by several states and are required for all programs seeking accreditation from the Council for the

Accreditation of Educator Preparation (CAEP).

The ATR measures across twelve data points for each candidate observation in a K-12 classroom. Moving forward, the program outcomes will reflect a target of maintaining a passing score and exceeding state and national norms when they are available. The first year will provide a baseline for future data analyses.

		Average - Instructional Plans	Average - Assessment	Average - Standards and Objectives	Average - Presenting Instructional Content	Average - Activities and Materials	Average - Questioning	Average - Academic Feedback	Average - Teacher Knowledge of Students	Average - Thinking and Problem Solving	Average - Environment	Average - Engaging Students and Managing Behavior	Average - Professionalism and Ethical Behavior	
Early Childhood Education	2022-2024	34	4.08	3.83	4.11	4.00	4.13	3.87	3.85	4.25	3.72	4.62	3.91	4.50

Use of Results to Improve Outcomes:

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For elementary education, several changes were approved by faculty: additional literacy course credit hours; additional credit hours for math methods; additional credit hours for assessment methods; ATR integrations into coursework to ensure future preparedness for the classroom.

Summative Evaluation

In response to TN state licensure changes, the ECED faculty are making sweeping changes to the program's coursework, objectives and program of study. Candidates will be dual-licensed and will be able to teach in multiple education settings. The updates should prepare students to pass a series of new Praxis exams and will be reassessed when the data is available.

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

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

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, the Fall 2024 data simply provides a baseline for future analysis.

List of Appendices:

Appendix 1: Early Childhood Education BS Curriculum Map

Early Childhood Special Education Standards (ECSE)						
1	2	3	4	5	6	7
Text readings, in class discussions, case study	Mostly face-to-face, some multimedia information, a few online components, hands on case study	Quizzes, exams, case study	Quizzes, exams, written case study		Lecture segment on the importance of studying childhood, research on current issues facing childhood	Observation, interaction, interview of knowledgeable adult
Test, Application, PBS & C.S.	PBS, Test & Application	PBS, Test, Application & CS	Application	Test, Application & PBS	CS, DVD, Test & Application	CS
		Activities, Reflection, Discussion & MC				
Readings, AG, RF, Presentation, IP & Video	Readings, AG, IP, Guest Speaker & Presentation	Readings, AG & Presentation	Readings, AG & Presentation	Readings, AG, IP & Presentation	Readings, AG, IP, RF, Video & Guest Speaker	Readings, AG, IP & Guest Speaker
LP & RA	LP, Literature Circles, TS & Literary Analysis	LP, Literary Analysis, Literature Circles, TS & RA	LP, Literary Analysis, TS & Literature Circles			
						Assignments
Presentation, Inclusive Review, TU & Exam	Classroom Design & TU	TU & Inclusive Review		Presentation, TU, Readings, AG & Classroom Design	Exam	
Presentation, Inclusive Review, TU & Exam	Classroom Design & TU	TU & Inclusive Review		Presentation, TU, Readings, AG & Classroom Design	Exam	
Presentation, Readings, RL & Exam	HW, Presentation, Readings, RL & Exam	HW, Presentation, Readings, RL, Exam, AC, II & SS	HW, Presentation, Readings, RL, Exam, AC, II & SS	HW, Presentation, Readings, RL & Exam	HW, Presentation, Readings, RL & Exam	HW, Presentation, Readings, RL & Exam
STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday	STEM Safari & Fab Friday
Field Experience & Presentation	Field Experience & Presentation	Midterm, Field Experience & Presentation	Field Experience	Field Experience & Presentation	Field Experience & Presentation	Field Experience
Readings, WP, Journal & Discussion	Readings, WP, Open House & Journal	Readings, Journal & Discussion	Readings, Journal & PIF	Readings, WP, Journal, Visit & Discussion	Readings, Journal, WP, Visit & Discussion	Readings, Journal, Visit & Discussion
Clinical Experience	Clinical Experience	Clinical Experience	Clinical Experience	Clinical Experience	Clinical Experience	Clinical Experience
Readings, Activities, CS, LP, CTD & Mock I.E.P.	Readings, Activities, CS & LP	Readings, Activities, CS, LP, CTD & Mock I.E.P.		Readings, Activities, CS, LP, CTD & Mock IEP		Readings & CTD